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ABSTRACT

CNN Newsroom is a daily 15-minute commercial-free news program specifically produced for classroom use and provided free to participating schools. These daily Classroom Guides are designed to accompany the broadcast, and contain activities for discussing top stories, headlines, and other current events topics; each guide also includes World Wide Web links. A program rundown with segment and program times is provided at the beginning of each daily guide. The topics of top stories for April, 1998 are: President Clinton in Africa (April 1); the judge's dismissal of Paula Jones' civil case against President Clinton (April 2); pilgrims in Mecca making a journey known as Hajj (April 3); South Korea's welcome of North Korea's proposal for renewed peace talks (April 6); the Moslem trek to Mount Arafat as part of the Hajj (April 7); peace talks in Northern Ireland (April 8); tobacco companies backing out of settlement talks with the United States Government (April 9); President Clinton's visit to tobacco farmers in Kentucky (April 10); a peace agreement in Northern Ireland (April 13); merger of two banking giants in the United States (April 14); President Clinton's hosting of a town hall meeting focusing on sports and racial issues (April 15); Columbia astronauts' mission to study the nervous system in space (April 16); death of Pol Pot (April 17); Summit of the Americas (April 20); Chinese dissident Wang Dan, exiled to the United States wanting to return to Beijing (April 21); Earth Day (April 22); possible epidemic of AIDS in eastern Europe (April 23); death of James Earl Ray (April 24); conflict in Kosovo (April 27); United Nations continued sanctions against Iraq (April 28); reprieve for social security and Medicare (April 29); and the 50th anniversary of the birth of the Israeli nation (April 30).

ED 418 694

CNN Newsroom Classroom Guides. April 1998

by Turner Educational Services

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We are pleased with the enthusiastic response to CNN NEWSROOM we have received from educators and students nationwide, and we're excited about bringing this important resource into our nation's classrooms. If you have any questions about CNN NEWSROOM and how it can be used in your school, please call our toll-free hotline, 1-800-344-6219, weekdays between 9 a.m. and 5 p.m. Eastern Time.

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Sincerely,

Louis C. Pugliese

Louis C. Pugliese
CNN NEWSROOM Project Director
Turner Educational Services, Inc.

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Arizona EdLink	Arizona	602-542-3083
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FIRN/DOE	Florida	904-487-0911
GC EduNet'	Georgia	912-454-2520
IdeaNer/DOE	Indiana	317-232-0808
KET	Kentucky	606-258-7000
Merrimack Educ. Center	Massaxhusetts	508-256-3985
NYCENet	New York	718-461-8756
Ohio Dept. If Education	Ohio	614-466-7000
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SENDIT Project	North Dakota	701-237-8109
TENET	Texas	512-471-2400
University of Virginia	Virginia	804-924-0615
Virginia PEN	Virginia	804-371-7523

LEARNING LINK PROVIDERS

Georgia Public TV-The Link	Georgia	404-756-2566
KCTS	Washington	206-443-6780
KMOS	Missouri	816-543-8122
KQED	California	415-553-2472
NewJersey Link	New Jersey	609-777-5087
PA Learning onLine	Pennsylvania	717-533-3548
South Carolina Educational TV	South Carolina	803-737-3397
UNC Public Television	North Carolina	919-549-7193
Vermont ETV	Vermont	802-655-4800
Wisconsin Educational Communications Board	Wisconsin	608-264-9688
WCFE	New York	518-563-9774
WCNY	New York	315-453-2424
WHRO	Virginia	804-489-9476
WLRN	Florida	305-995-2254
WMHT	New York	518-356-1700
WNET/Thirteen	New York City	212-560-6675
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City:

State: Zip:

County:

School Phone: ( )

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CNN NEWSROOM

April 9 & 10

LINCOLN LEGACY

NEWSROOM looks at the life of Abraham Lincoln and the achievements that made his mark on U.S. history.

CNN NEWSROOM WORLDVIEW

Program Calendar

April 1, 1998

TITLE	PROGRAM RUNDOWN	SEGMENT	PROGRAM
	CNN NEWSROOM OPEN	**1:30**	1:30
Top Story	President Clinton has the environment on his mind as he tours Africa.	**3:30**	5:00
Headlines:	ARMS EMBARGO IMPOSED ON YUGOSLAVIA.... BELLA ABZUG HAS DIED...	**3:20**	8:20
Business Desk	Look it up: Demographics	**:35**	8:55
Business Desk	African-American producers are trying to grab a bigger share of moviegoers.	**4:00**	12:55
Business Desk Extra	Play Ball! Two new Major League teams are on the schedule this season.	**:45**	13:40
	TOSS TO CNN NEWSROOM WORLDVIEW	**3:05**	16:45
Fighting Blind, Pt. 1	The Vietnam War is a conflict that still 2:50 haunts Americaís subconscious.	**2:50**	19:35
Fighting Blind, Pt. 2	Throughout the war, both sides misjudged the otherís motives and strategies.	**8:00**	27:35
	CNN NEWSROOM CLOSE	**:25**	28:00

Instructional Programs From: CNN TNT TBS CARTOON NETWORK

CNN NEWSROOM

Top Story

PRESIDENT CLINTON IN AFRICA

1. List some of the major environmental issues facing the people of Africa. Discuss how President Clinton used his visit to Botswana to underscore Africa's environmental issues and to promote the U.S. perspective on these issues. Why do you think many African nations find it difficult to strike a balance between the environment and the economy?
2. Generate a class discussion about the meaning of the term

"photo op." Why are presidential appearances typically made-to-order photo ops? Refer students back to the events of President Clinton's trip through Africa so far. What photo ops were part of yesterday's tour of Botswana? What photo ops do students remember from President Clinton's visits to the other African nations? Discuss the image each photo op was designed to convey and whether students think the trip has been successful so far from a public relations point of view.

LINKS:
http://www.africaonline.com
http://www.africanhistory.com
http://www.sas.upenn.edu/African_Studies/AS.html

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HEADLINES: BELLA ABZUG

1. Who was Bella Abzug? What causes did she champion? How would she complete the sentence "A woman's place is in the house..."? What does this say about her beliefs about the roles of women?
2. Bella Abzug was born the same year that women in the U.S. won the right to vote. What advances in women's rights have been made since then? Group students. Have each choose a decade beginnin in 1920 and research the social, political and economic advancements made during that period. Have groups share their findings. Combine all group efforts into a large timeline of contemporary U.S. women's history. Post this timeline around the classroom.

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Business Desk

BUSINESS DESK: BLACK FILMS

1. Explain what is meant by the term "demographics." How do demographics help businesses determine the source of demand? What do studies show about young viewers and television shows that traditionally divide viewers along ethnic lines? If you were a television programming executive, how might you use this information in your planning and scheduling?
2. Do you think there is a market for character-driven, non-violent black films? Explain. If so, why do you think so few of these films are produced? If not, what could be done to promote the

production of more films like EVE'S BAYOU and SOULFOOD? Discuss the marketing strategies you would pursue that would result in a bigger share of box office receipts for films like these.

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Editor's Note

Editor's Note

TODAY'S NEWS TERMS

Habitat for Humanity **encroachment** **legacy**
feminist **A.C. Nielsen**

CNN NEWSROOM

WORLDVIEW

Special Series

FIGHTING BLIND: Part 1

1. What were the causes of the Vietnam War? Have students conduct research to learn the reasons for the fighting between North and South Vietnam as well as the reasons for U.S. involvement. Have groups share their findings and compare this to U.S. involvement in current civil conflicts. What lessons, if any, has the U.S. learned from the Vietnam experience?
2. Explain the reason for the recent Hanoi conference between U.S. and Vietnamese diplomats. Why did conference organizers require that South Vietnamese officials be excluded? Do you think this is a reasonable request? Explain. Who is William Westmoreland? Why do you think he declined to participate in this discussion?
3. What evidence exists to suggest that "the war is not over"? Discuss what the terms POW and MIA mean. Have all these individuals been accounted for? Have students conduct research to learn more about the POW/MIA issue and the gestures that have been made to resolve it. Discuss student findings and the additional steps that may have to be taken in order to promote a true atmosphere of reconciliation between Hanoi and Washington.

LINKS:
http://204.249.212.251/shsira/Vietnam.html

http://www.bev.net/computer/htmlhelp/vietnam.html

ftp://ftp.msstate.edu/docs/history/USA/Vietnam/vietnam.html

http://www.cfcsc.dnd.ca/links/milhist/viet.html

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Special Series

FIGHTING BLIND: Part 2

1. Why did President Johnson call the Vietnam War "a mess"? What events led to his decision to escalate the war in 1965? What greater global danger did U.S. officials believe they faced in taking the war to the next level?
2. What other nations supported each side in this conflict? How did this alignment illustrate the philosophical differences among the superpowers during the Cold War? What is the "domino theory?" How did this theory such words/phrases and share it in class. How do stu influence American involvement in Vietnam in the first place? How did it play a role in U.S. strategy throughout the war? Today what do Vietnamese officials claim about the role of China and Russia in this conflict? What other miscalculations might both sides have made?

LINKS:
http://www.eecs.uic.edu/~vnguyen3/web.html

http://www.idbsu.edu/history/swoods/vietnam.html

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Editor's Note

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TODAY'S NEWS TERMS

Hanoi
Tet Offensive
Robert McNamara
Great Society
Lyndon Johnson
The Kremlin
Saigon
Gulf of Tonkin

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April 9 & 10
LINCOLN LEGACY
NEWSROOM looks at the life of Abraham Lincoln and the achievements that made his mark on U.S. history.

CNN NEWSROOM WORLDVIEW

Program Calendar

April 2, 1998

TITLE	PROGRAM RUNDOWN	SEGMENT	PROGRAM
	CNN NEWSROOM OPEN	**1:15**	1:15
Top Story	A judge has dismissed Paula Jones' civil case against President Clinton.	**5:35**	6:50
Headlines:	PRESIDENT CLINTON IN SENEGAL . . .	**:35**	7:25
Science Desk	New wireless technology permits one device to perform several communication functions.	**2:50**	10:15
Science Desk Extra	You can "name the satellite!"	**:40**	10:55
First Fans	(Part 1) U.S. presidents and sports are an all- American combination.	**4:25**	15:20
	TOSS TO CNN NEWSROOM WORLDVIEW	**1:55**	17:15
Fighting Blind, Pt. 3	Even before th fighting escalated, efforts to settle the Vietnam War lacked vision.	**6:00**	23:15
Fighting Blind, Pt. 4	What have all sides learned from the conflict that divded both Vietnam and the U.S.?	**4:00**	27:15
	CNN NEWSROOM CLOSE	**:45**	28:00

Instructional Programs From CNN NEWSROOM

CNN TNT TCM CARTOON NETWORK

Top Story

Judge Throws Out Paula Jones' Case

Teachers: Please prescreen this segment of the video for subject matter.

1. Why did Paula Jones file suit against Bill Clinton? Explain why the presiding judge in the case threw out this suit. Do Paula Jones' attorneys have any recourse in this matter? Explain. If you were representing Ms. Jones, what pros and cons might you

have to consider before deciding to file an appeal?
2. Paula Jones' case was a civil suit. Compare this to the kind of case Kenneth Starr is pursuing. What is the difference between a civil and a criminal case? Invite an attorney to address the class on the different elements in civil and criminal cases. What considerations must be addressed in order for each kind of case to go forward?

LINKS:
http://cnn.com

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Science Desk

Wireless Trends

1. What new capabilities are now available in the wireless communications market? Discuss how these new products will change our everyday lives in the short- term and long-term.
2. Have students write journal or diary entries placing themselves ten years in the future. Within their entries, have students focus on how the technologies seen in the video would be used every day. Have students share their writing and discuss the possible implications of this technology on human communication and interaction in the near future.
3. What are the advantages and disadvantages of being able to conduct business courtesy of this technology, 24 hours a day, from any location? Discuss.

LINKS:
http://www.evert.com/wirele~1/wlessfaq.htm
http://cnn.com/TECH/science/9802/27/t_t/wireless.trends/

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Special Series

First Fans, Part 1

1. Why are U.S. presidents often asked to "throw out the first pitch" at baseball games? In what way is this scene as a snapshot of American culture? Generate a class discussion about the role of sports in American culture. Refer back to the video and ask students to name some presidents who have been associated with different sports. In each case, how did this association enhance that president's image?
2. Ask students what they know about the favorite pastimes or hobbies of the U.S. presidents. Do they know, for example, that Thomas Jefferson was an inventor? That Franklin D. Roosevelt

was a serious stamp collector? As a calss, gather facts about the presidents that give us insight into their personalities, their likes and dislikes, their individual talents. Help students use their data to create a Presidential Trivia board game or website challenge. Invite another class to try your game.

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Editor's Note

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TODAY'S NEWS TERMS

plaintiff **vindicated** **Ken Starr** **wireless**
bully pulpit **"the Gipper"** **ritual**

CNN NEWSROOM WORLDVIEW

Special Series

FIGHTING BLIND: Part 3

1. According to the video, how did efforts to negotiate a settlement to the Vietnam War "lack vision?" How did each side interpret the motives behind U.S. bombing raids over North Vietnam? Discuss how these miscalculations on the part of both Washington and Hanoi affected the negotiating efforts.
2. How did officials in Hanoi "misread" the signals Washington was sending thorughout the war? Explain what happened when a meeting was arranged between the U.S. and North Vietnam in December 1966. Why did the meeting never take place? Why did an offer from Washington that was carried to North Vietnam by a Canadian diplomat go unanswered? Discuss how these incidents illustrate how both sides "fought blind" in Vietnam.

LINKS:
http://www3.mistral.co.uk/spartacus/vietintro.htm

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Special Series

FIGHTING BLIND: Part 4

1. How would you summarize the objectives of each side during the Vietnam War? On each side, what was the human cost of this objective? How have the human costs incurred during that war affected current relations between the U.S. and Vietnam?
2. Discuss how the lessons learned from Vietnam have influenced U.S. military missions since the war. What does it mean when some fear that U.S. involvement in a region could lead to

"another Vietnam?" What do you think should be learned from this experience?

3. Former Secretary of State Henry Kissinger has said of the Vietnam War, "We (the U.S.) paid an exorbinant price of the decisions that were made in good faith and for good purpose." What do yu think he meant? How did the "good faith and good purpose" behind U.S. military involvement "cost" the U.S. in different ways? How did it divide a nation and affect an entire generation?

LINKS:

http://thewall-usa.com/index.html

http://www.geocities.com/Athens/ Acropolis/6815/1stpage.htm

http://acs.oakton.edu/~wittman/

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TODAY'S NEWS TERMS

initiative **Vietcong** **Ho Chi Minh** **Gulf War**
Harry S. Truman **B-52** **unification**
sanctions

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Program Calendar

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April 9 & 10

LINCOLN LEGACY

NEWSROOM looks at the life of Abraham Lincoln and the achievements that made his mark on U.S. history.

CNN NEWSROOM WORLDVIEW

April 3, 1998

TITLE	PROGRAM RUNDOWN	SEGMENT	PROGRAM
CNN NEWSROOM OPEN		1:30	1:30
Top Story	Millions of pilgrims are in Mecca this week making a journey known as the Hajj.	4:00	5:30
Destination Africa	Pres. Clinton wraps up an historic tour of Africa.	1:05	6:35
Editor's Desk	The British consider a proposal that would "modernize the monarchy."	3:00	9:35
First Fans, Part 2	Many presidents use sports to promote their images, but some "strike out."	4:10	13:45
TOSS TO CNN NEWSROOM WORLDVIEW		2:50	16:35
Top of the World	The currency crisis is taking its toll on the workers of Southeast Asia.	4:00	20:35
Wild Kingdom	Researchers are worried that pesticides are causing problems with Florida's alligators.	2:40	23:15
Culture Watch	An historic landmark in Macau will soon be off-limits to the public.	4:10	27:25
CNN NEWSROOM CLOSE		:35	28:00

Instructional Programs From CNN TNT CARTOON NETWORK

CNN NEWSROOM

Top Story

The Hajj

1. What is the Hajj? What is the destination of this pilgrimage? Why is this site sacred to all Muslims?
2. Describe the purpose of the Hajj. How does it fit into the principles of Islam? Have students work in groups to research the Five Pillars of Islam and share their findings in class

discussion. Are any of the principles found in Islam also found among other religions? Discuss.

3. Group students. Have each choose to research one world religion (e.g., Buddhism, Christianity, Hinduism, Islam, Judaism.) Have groups present their findings. Assist the class in combining research information into a comparison chart that includes basic information on each religion's basic principles, holy sites, holy days, deities, etc. Make copies of the chart available for students to keep as a reference tool.

LINKS:
http://www.islam.org/media/ancmts/grafrep.htm
http://www.liii.com/~hajeri/hajj.html
http://www.ummah.org.uk/hajj/

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Editor's Desk

Britain's Royal Succession

1. According to the story, how does Britain plan to modernize the monarchy? What role has the death of Princess Diana played in this proposal? Primogeniture is the right of the eldest son to inherit the estate or office of his father. The practice of turning over land to the first-born son was abolished in 1925. Why has the practice of turning over the office and title remained entrenched in British society? Can you think of an argument against changing this rule?
2. Can students think of some examples in U.S. history where outdated practices were changed? (Consider: Slavery, prohibition of women voting, etc.) Based on the segment, have students consider why it is more difficult to change sacred laws like primogeniture in Great Britain than it is to change outdated laws in the U.S.
3. The story concludes that "the proposed changes would bring Britain into line with other European monarchies and their laws regarding the right to rule. How do these compare with Great Britan?

LINKS:
http://www.britania.com
http://www.royal.gov.uk

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Special Series

First Fans, Part 2

1. Describe how some U.S. presidents use sports to make them appear "more connected to the people." Do you think this is a wise political strategy? Why/why not? According to the video, how has this strategy sometimes resulted in sports "bloopers?"
2. Ask students: Why do you think it is image-enhancing for a U.S. president to be seen engaging only in certain sports? As a class, brainstorm a list of sports you seldom see associated with U.S. presidents (e.g., boxing, hockey). Then group students. Direct each group to pretend it is a group of advisors to the president. Have the group review the class list and indicate whether engaging in each of these sports might strike the right chord with voters. Have each group share its ideas and discuss the rationale behind its choices.

LINKS:
http://dent.edmonds.wednet.edu/IMD/presidents.html

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Editor's Note

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TODAY'S NEWS TERMS

Hajj **Mecca** **Ramadan** **mosque**
male primacy **"Ike"** **boycott**

CNN NEWSROOM **WORLDVIEW**

Top Of The World

TOP OF THE WORLD: Currency Domino Effect in SE Asia

1. What effect does the decrease in the value of the currency of Malaysia have on its workforce? Why? How do the economic problems in Malaysia extend beyond that country's boundaries? Which other nations are affected by Malaysia's economic crisis?
2. How does the economic situation in the Philippines compare with that of Malaysia? How might the economic situation in Hong Kong affect the conditions in the Philippines?
3. Have students create a flow chart to illustrate the currency domino effect in southeast Asia. Have students show how economic problems in one country can affect each of the others. Do students consider this a crisis? Discuss.

LINKS:
http://economics.miningco.com/library/weekly/aa012798.htm

http://www.smh.com.au/daily/content/971127/world/world2.html

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Special Series

WILD KINGDOM: Gator Woes

1. Why are researchers concerned about the alligator populations in Lake Apopka? What evidence do the scientists have that point to the causes of the alligator abnormalities?
2. What are two reasons why researchers are even more concerned about the alligator populations in the Florida Everglades?
3. What is a sentinel species? Why does the "gender bending" problem found in alligators have serious implications for humans living in this area?
4. If you were a biologist with the University of Miami, what process would you use to determine the cause(s) of the alligator abnormalities? How do you think the Florida scientists have come to their various hypotheses?

LINKS:
http://www.alligatorfarm.com/gatorfaq.html

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Culture Watch

CULTURE WATCH: The End of an Era in Macau

1. What is the Hotel Bela Vista and why is it significant to the people of Macau? Why will the Bela Vista cease to be a hotel after March 31, 1999?
2. The video points out that "Macau officials can only accept the change as another chapter in the Bela Vista's ever-changing history." How has this hotel been symbolic of changes that have taken place in Macau's history? Have students use the INTERNET sites given to determine the significance of December 20, 1999. How will the Bela Vista once again be symbolic of Macau's new chapter in history? Why is the Bela Vista's new chapter hard for the people of Macau to accept?
3. How is this hotel symbolic of Macau's culture? Are there similar cultural landmarks in the U.S.? Explain.

LINKS: http://turismo.macau.gov.mo/dst_uni.htm

http://turismo.macau.gov.mo/dst_oth.htm#Bela Vista

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TODAY'S NEWS TERMS

Philippines
testosterone
Malaysia
pesticides
currency
Portugal
the Everglades
Macau

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April 9 & 10

LINCOLN LEGACY

NEWSROOM looks at the life of Abraham Lincoln and the achievements that made his mark on U.S. history.

CNN NEWSROOM WORLDVIEW

Program Calendar

April 6, 1998

TITLE	PROGRAM RUNDOWN	SEGMENT	PROGRAM
	CNN NEWSROOM OPEN	1:30	1:30
Top Story	South Korea welcomes North Korea's proposal for renewed peace talks.	3:40	5:10
Environment Desk	"American Rivers" releases its annual Most Endangered List.	1:05	6:15
Environment Desk	Hong Kong fishermen resort to a new, more dangerous method of catching fish.	2:50	9:05
Beyond the Game: Brooklyn Golf	A company in South Brooklyn is banking on a new image for an old game.	3:55	13:00
	TOSS TO CNN NEWSROOM WORLDVIEW	3:10	16:10
Top of the World	India's Atal Bihari Vajpayee is among his country's most respected political leaders.	3:00	19:10
Culture Watch	Chinese residents of Cuba struggle to maintain their unique culture.	2:50	22:00
Inside Asia	"Starfish Training" helps South Korean employees deal with tough economic times.	2:05	24:05
Did You Know? Irish Music	It's in the air, everywhere--- it's Irish music!	3:00	27:05
	CNN NEWSROOM CLOSE	:55	28:00

Instructional Programs From: CNN TNT TBS CARTOON NETWORK

CNN NEWSROOM

Top Story

Korean Peace Talks

1. Group students. Have each research the history of the Korean conflict and share their findings. What are the causes of this conflict? When did the fighting take place? Was it resolved?

Discuss what each side has to gain by going back to the negotiating table at this point in time.

2. According to the video, what does North Korea need to solve its cronic food shortage? How will this help North Korea's crisis? Why do you think that officials are optimistic about the chances for success in these peace talks? What happened the last time that North and South Korea tried to engage in high-level negotiations?

LINKS:
http://gbgm-umc.org/advance/nkornews.html
http://encarta.msn.com/index/concise/0vol11/01fc9000.asp

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Environment Desk

Fish Bombing

1. What are the new tools of Hong Kong's fishermen? How were police able to discover this fish "bombing"? How do these fishermen get their fish without getting caught by the authorities? Why would many of Hong Kong's fishermen rather use bombs than nets?
2. How does this method of fishing affect the coastal ecosystem? In addition to the fish, what other marine animals are directly affected? What else might be affected in the future if this practice is allowed to continue?
3. Generate a class discussion about the food chain, and ask students to think of ways that this kind of mass killing would impact the food chain in Hong Kong's waters. Have students work in groups to create a basic food chain demonstrating the impact of such a mass kill and its effects on other members of the chain. Have each group present its ideas and discuss how a sudden trauma to one species affects others in an ecosystem.

LINKS:
http:www.info.gov.hk/info/ffishing.htm
http://www.panda.org/resources/publications/water/fishfile2/fish34.htm

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Special Series

Beyond the Game: Brooklyn Golf

1. Who is Tiger Woods? In your opinion, did his winning the Masters last year have an impact on the sport of golf? Explain. Has it changed your view of this sport? Explain.
2. How is the Family Golf Center about to change a public park in

Brooklyn? What kind of responses did you hear in the video regarding this change? Ask students to pretend that they are in charge of marketing this new golf facility to the local community. In groups, have them plan a strategy for getting more local people interested in golf and the new course. Have each group present its ideas and discuss ways that golf can overcome its affluent image.

LINKS:
http://www.mobileregister.com/insight/insite45.htm

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TODAY'S NEWS TERMS

Kim Dae-Jung	**Kim Il-Sung**	**Seoul**	**corals**
surveillance	**Tiger Woods**	**Brooklyn**	

CNN NEWSROOM WORLDVIEW

Top Of The World

TOP OF THE WORLD: Vajpayee Profile

1. Who is Atal Bihari Vajpayee? How would you describe him, both personally and politically? How would you explain the phrase "pragmatic, middle-of-the-road politician"? Why is this quality important to many Indian voters? For what other reasons is he so popular among the electorate?
2. According to the video, analysts describe Vajpayee as "the right man in the wrong party." Refer students to this quote and generate a class discussion analyzing its meaning. Then group students. Have each conduct research to learn more about Mr. Vajpayee and his party. Have groups share their findings and discuss whether that information supports or refutes the quote. EXTENSION: Are there any U.S. leaders that students might refer to as "the right (person) in the wrong party?" Discuss.

LINKS:
http://www.indiaworld.co.in/subscribe/news/bgnd/980319-vajpayee.html

http://www.cnn.com/WORLD/9605/15/india/index.html

http://www.bjp.org/leader/atalji.htm

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Culture Watch

CULTURE WATCH: Cuba's Chinatown

1. How did the ancestors of Cuba's Chinese population come to settle in Cuba? What are indentured servants? Where else in the Western Hemisphere did many indentured servants settle? What happened to the Chinese indentured servants in Cuba once this practice was outlawed? How did the Revolution of 1959 have an effect on the Chinese community in Cuba? Why is it experiencing a resurgence now?
2. According to the video, what are some ways that Cuba's Chinese are trying to maintain their heritage and culture? How might preserving this culture also help Cuba's ailing economy? Challenge students to find examples of other "cultures within a culture" and explain what is being done to promote the culture. How does the business of promoting a culture help the economy? Share student findings and discuss what Cuba's Chinese community could learn from these examples.

LINKS:
http://www.yahoo.com/Regional/Countries/Cuba/

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Inside Asia

South Korea Corporate Training

1. How is the corporation in the video attempting to help its employees cope with tough times? What is downsizing? How is "starfish training" supposed to help employees face that possibility? Do you think that this kind of training is helpful to people who face losing their jobs? State your rationale.

LINKS:
http://www.pslgroup.com/dg/2c2aa.htm
http://www.govexec.com/reinvent/downsize/0196s2.htm

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TODAY'S NEWS TERMS

Atal Bihari Vajpayee	BJP	Havana	downsizing
IMF	Gregorian Chant	ballad	gig

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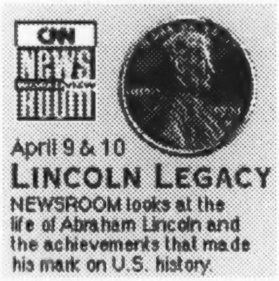
April 9 & 10

LINCOLN LEGACY

NEWSROOM looks at the life of Abraham Lincoln and the achievements that made his mark on U.S. history

CNN NEWSROOM WORLDVIEW

Program Calendar

April 7, 1998

TITLE	PROGRAM RUNDOWN	SEGMENT	PROGRAM
	CNN NEWSROOM OPEN	**1:30**	1:30
Top Story	Moslem faithful make the trek to Mt. Arafat as part of the Hajj.	**3:40**	5:10
Headlines	THE "ULTIMATE MERGER"... DOW CLOSES OVER 9000...	**1:05**	6:15
International Desk	The MayaQuest team learns about Mayan mysticism and folklore.	**2:35**	8:50
Our World	A young guitarist in Florida has the music world buzzing.	**4:50**	13:40
	TOSS TO CNN NEWSROOM WORLDVIEW	**2:35**	16:15
Top of the World	A temple once considered the "jewel of an empire" is now in the hands of the Khmer Rouge.	**2:35**	18:40
Culture Watch	Many Major League Baseball stars hail from the Dominican Republic.	**3:50**	22:30
Wild Kingdom	There's a new movement towards conservation in South Africa.	**4:55**	27:25
	CNN NEWSROOM CLOSE	**:35**	28:00

Instructional Programs From CNN NEWSROOM

Top Story

The Hajj

1. Review the Hajj and its purpose with students. Discuss why this particular port journey, the trip to Mount Arafat, is considered a "dress rehearsal for Judgeme sacrifices and dangers do the Moslem faithful face in getting to this place? Wha when they get there?
2. Why is it so important for the faithful to reach the "Hill of Mercy"? What does

the desert represent to the faithful? According to individuals interviewed in the does the trip have different effects on different people?

3. Spiritual journeys are important rituals in many religious cultures. Ask students ever made a spiritual journey similar to the pilgrimage seen in the video. Have volunteers tell of their experiences. Then have each student research a spiritual recognized by any religious culture. Have students present brief reports on the significance to that culture. What do each of these journeys have in common w How is each supposed to improve the lives of those who complete them? Disc

LINKS:
http://www.ummah.org.uk/hajj/
http://alpha.fdu.edu/~siddiqui/hajj.htm

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[redacted]

International Desk

MayaQuest

1. Who do the MayaQuesters visit on this leg of their journey? Where does this m What kind of ceremony does he perform when he gets there? How does this ce demonstrate a blending of cultures?
2. What is mysticism? How do Mayan descendants express their mysticism and fo students to think of ways that other cultures, past and present, express their fol beliefs. Have students bring in examples of cultural and religious symbols and the class. Are any of these symbols universal? Which symbols do students think What images do they convey? Discuss.
3. Group students. Challenge each to use cultural or religious symbols to create a would give future generations insight into that particular culture. Have each gr artifact and have the rest of the class interpret its symbolism and meaning.

LINKS:
http://www.indians.org/welker/maya.htm
http://www.belize.com/magnum/Ancient.html

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Our World

Young Guitarist

1. In what ways is Marcus Machado like many other 14-year-olds? What talent se from most? How has Marcus' Dad helped to nuture this talent? Who was Jimi are music fans calling Marcus "a young Jimi Hendrix?" Do you agree with this why not?

LINKS:
http://www.electriclady.com/hendrix.html

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TODAY'S NEWS TERMS

Mount Arafat
folklore
Mohammed
merger
pilgrim
Jimi Hendrix
mysticism

CNN NEWSROOM

WORLDVIEW

Top Of The World

TOP OF THE WORLD: Cambodia Temple

1. Why is Provihir called "a remote and desolate place?" To whom is this place sa Who controls it now?
2. What is the Khmer Rouge? Have students work in groups to conduct research this movement is and why it is fighting Cambodia's government. Have groups s findings. Discuss why holding the Temple at Provihir gives the Khmer Rouge l psychological and military strategic advantage.
3. In groups, have students research the tourist sites that are still open to the publ Cambodia. Have each group choose one of these sites and present a multimedi site's modern day attraction and historical significance.

LINKS:
http://rs6.loc.gov/cgi-bin/query/r?frd/cstdy:@field(DOCID+kh0016)

http://www.dnai.com/~spragens/asia-2c.html

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Culture Watch

CULTURE WATCH: Dominican Republic Baseball

1. Locate the Dominican Republic on a world map. Name some Major League Ba in the U.S. who call the Dominican Republic home. What reasons are given in explain how such a wealth of talent can come from such a small place?
2. How do economic conditions in the Dominican Republic affect its citizens' per: importance of baseball? What items do children in the Dominican Republic use expensive baseball bats and gloves? Discuss what the story means when it says tough conditions build character." If you were a Major League scout looking a the Dominican Republic, what personal qualities found among many aspiring st you want on your team?

LINKS:
http://pegasus.cc.ucf.edu/~jtorres/domrep/baseball/

http://www.sportserver.com/newsroom/sports/bbo/1996/mlb/mlb/feat/archive/01119(

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WILD KINGDOM: South Africa Conservation Ethic

1. How has Elliott Mokwena's feelings about the animals around him changed sin
childhood? What did his father do for a living? What does Elliott do now? Des
South Africa's new "conservation ethic" has changed life for Elliot and others.
political and social changes that have taken place in South Africa in recent year
changed life for those who have always had a "conservation ethic" but could n
2. Group students. Have each choose one animal species found in South Africa a
habitat and living conditions. Have each group use its information to create a
its chosen animal, complete with pictures and important information. Link the
together with a webpage focusing on the threats to South Africa's wildlife and
done to eliminate these threats.
3. Have students look up the word "ethic" in a dictionary and share their findings.
class discussion about what is meant by the term "conservation ethic." In the vi
told that "conservation actually begins in everyone's home...in everyone's mind
how they might go about promoting a conservation ethic in the minds of every
one idea as the springboard for a class project on promoting a conservation eth

LINKS:
http://www.wildlifeafrica.co.za/kruger.html
http://www.wildlifeafrica.co.za/impalabehavior.html
http://africa.com/~venture/saparks/krug/kruger.htm

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TODAY'S NEWS TERMS

Khmer Rouge **World Court** **Dominican Republic** **Major Leagues**

extinction **Kruger National Park**

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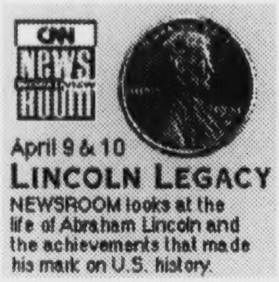
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LINCOLN LEGACY
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CNN NEWSROOM WORLDVIEW

Program Calendar

April 8, 1998

TITLE	PROGRAM RUNDOWN	SEGMENT	PROGRAM
	CNN NEWSROOM OPEN	**1:40**	1:40
Top Story	Peace talks in Northern Ireland have hit another snag.	**4:20**	6:00
Capital News	Pres. Clinton launches a national debate over Social Security.	**1:10**	7:10
Business Desk	Many businesses are learning the value of online customer service.	**2:20**	9:30
Business Desk Extra	What's the significance of the Dow hitting the 9000 mark?	**1:05**	10:35
Tammy Wynette Remembered	The "First Lady of Country Music" has died.	**3:00**	13:35
	TOSS TO CNN NEWSROOM WORLDVIEW	**2:10**	15:45
Top of the World	A new leader with different ideas is now heading the African National Congress.	**5:35**	21:20
Inside Europe	Two castles give visitors a glimpse back into medieval Scotland and Ireland.	**5:50**	27:10
	CNN NEWSROOM CLOSE	**:50**	28:00

Instructional Programs From: CNN TNT CARTOON NETWORK

CNN NEWSROOM

Top Story

Northern Ireland Peace Talks

1. Locate Northern Ireland on a world map. Who currently controls this province? What is the issue that currently divides it?
2. When did the violence begin in Northern Ireland? In class discussion, have students identify the feuding parties and what each side wants. Working in groups, have students conduct research to learn more about "The Troubles" that have plagued Northern Ireland and share their findings. Have students keep

their information to refer to as they follow this story.

3. Ask students to explain why a peaceful settlement to this crisis seems unreachable at this point. Discuss why officials are building a "peace wall" in Belfast? What do some local residents think of this idea? Do students think it will solve the city's problems? Why/why not? In the video we are told that while this arrangement provides some protection it also offers "a temptation." Generate a class discussion about the idea of a wall creating "a temptation." What does this mean? Do students agree/disagree with this assessment?

LINKS:
http://www.nio.gov.uk/strucgov.htm
http://wwwvms.utexas.edu/~jdana/history/ni.html

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CAPITAL NEWS: Social Security Debate

1. What is Social Security? Why is President Clinton launching a national debate over it? Summarize some of the proposals aimed at saving Social Security.
2. Social Security has been called the "third rail of American politics." Generate a class discussion about the meaning of this phrase. Ask students: If you were an elected official, what political pitfalls might face you if you had to address the Social Security issue? How does this help explain why so little has been done to address the issue to date?

LINKS:
http://www.ssa.gov
http://allpolitics.com

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Business Desk

Consumer Chat

1. Traditionally, how have businesses communicated with their customers? Explain how the INTERNET has expanded opportunities for customer feedback. What advantages does online communication have over other forms of communication for both business and consumer?
2. Group students. Have each search the 'NET for several

companies that have websites. Among these, have students record those that do and those that do not have places for customer feedback online. Have groups share their findings. Direct each group to choose one site without a customer feedback area (e-mail or chatroom) and create a design proposal to accomodate that need. Have the groups "sell" their proposals to the rest of the class and explain why that company would benefit from "consumer chat."

LINKS:
http://www.fundlinks.com/comp.html
http://www.ge.com/

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Remembering Tammy Wynette

1. Why was Tammy Wynette recognized as "The First Lady of Country Music?" What was it about her life and songs that led her to be called "The Heroine of Heartbreak?" How do you think she'll be remembered by her millions of fans?

LINKS:
http://utility.mrshowbiz.com/cgi/celebsite/ext.pl?u=http://countrymusic.tqn.com/library/extras/blwynette-obit.htm&p=tammywynette

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TODAY'S NEWS TERMS

"Bloody Sunday"
chatroom
George Mitchell
customer service
Social Security
Tammy Wynette
privatize

CNN NEWSROOM WORLDVIEW

Top Of The World

TOP OF THE WORLD: ANC Leader Profile

1. Who is Thabo Mbeki? How did he become "thoroughly soaked in the politics of the ANC? How is he different from his predecessor, Nelson Mandela? Describe Mr. Mbeki's political transformation as a result of the legalization of the African National Congress. Why did he abandon his "Marxist roots"?

How could this political change of heart benefit South Africa in the long run?

2. Central to Mr. Mbeki's philosophy is the concept of an "African renaissance." What do you think this means? Why do some South African whites view this as a threat? How does Mr. Mbeki respond to those who are apprehensive of his philosophy?
3. What is the ANC? Have students work in groups to learn more about the African National Congress and its role in the first democratic elections held in South Africa. Have groups report their findings. Discuss the political, social and economic challenges facing the new head of the ANC. Drawing on information from the video and other resources, have students write essays indicating how Mr. Mbeki is likely to deal with each of these challenges.
4. Mr. Mbeki believes that a free market economy based on the abilities of its people is the key to South Africa's economic success. He hopes that putting this principle into action will encourage both domestic and international investment in his country. Remind students of these facts, then pose this scenario: If you were an international investor looking for a new location for your business, would you choose South Africa as a potential site? Have students conduct research on the pros and cons of starting a business in South Africa and share their findings in class discussion. Then challenge each student to write a letter to Mr. Mbeki, applauding him and other leaders for what the country is doing well and recommending areas that need government action if it wants to attract international business.

LINKS:
http://www.southafrica.net/government/system/mbeki.html
http://www.anc.org.za/

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Inside Europe

INSIDE EUROPE: Edinburgh and King John's Castles

1. According to the video, what is the most visited spot in all of Scotland? Why do you think this is such a popular tourist attraction? How would you describe Edinburgh Castle? When was it built? What are some of the sights and sounds that greet its visitors? What kinds of artifacts can be found there?
2. Where is King John's Castle? How is it similar to the one in Edinburgh? How is it different? For what purpose was King John's Castle built, and by whom? What can one learn about history in a tour of each of these castles?
3. Castles have always fascinated us, from their appearances in television, movies and literature to the simple "sand castles" we build at the beach. Why do you think this is so? What do castles

represent to us? Challenge each student to launch his/her creative talents and use any medium to "construct" a castle. Students may write poetry, short stories, song lyrics, paint, draw, or build their versions of castles. Display student work around the classroom and cite the most creative efforts.

4. For many, castles are modern-day storytellers, recreating the events of centuries ago. Ask students: What buildings are the "storytellers" in your life? Is there a favorite house, school, or other place that holds a piece of your personal history? Have students write journal entries from the "person" of that place, going back in time to a signifcant event. Ask: How is this place like your "castle"?

LINKS:
http://www.geo.ed.ac.uk/home/tour/castle/html
http://www.webcom.com/us_scot/reform/1castle.html

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TODAY'S NEWS TERMS

Nelson Mandela	**ANC**	**Thabo Mbeki**	**apartheid**
Edinburgh	**fortress**	**Highlander**	**Limerick**

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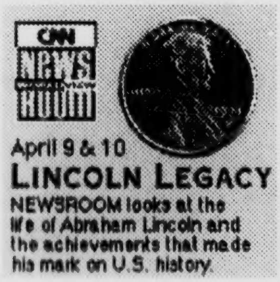
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NEWSROOM looks at the life of Abraham Lincoln and the achievements that made his mark on U.S. history.

CNN NEWSROOM WORLDVIEW

Program Calendar

April 9, 1998

TITLE	PROGRAM RUNDOWN	SEGMENT	PROGRAM
	CNN NEWSROOM OPEN	**1:25**	1:25
Top Story	Tobacco companies back out of settlement talks with the U.S. Government.	**3:25**	4:50
Headlines	DEADLINE FOR N.IRELAND PEACE TALKS... PRES. CLINTON WANTS TO MODERNIZE SCHOOLS...	**1:10**	6:00
Science Desk	Researchers discover a clue to the causes of two devastating diseases.	**2:30**	8:30
Lincoln Legacy: Part 1	Abraham Lincoln led the United States through its most difficult days.	**5:05**	13:35
	TOSS TO CNN NEWSROOM WORLDVIEW	**2:30**	16:05
Top of the World	While the Chinese remember a former leader, a new Premier has economic reform on his mind.	**5:45**	21:50
Did You Know?	A French INTERNET festival aims to get citizens interested in cyber-surfing.	**3:05**	24:55
Inside N. America	Visit a unique competition where the coaches are students and the players are robots.	**2:45**	27:40
	CNN NEWSROOM CLOSE	**:20**	28:00

Instructional Programs From CNN NEWSROOM

Top Story

Tobacco Companies Abandon Settlement Talks

1. Why are the tobacco companies bowing out of settlement talks with the

U.S. Government? What does it mean to accuse someone of dealing in "bad faith?" Do you think the White House and Congress are dealing in bad faith regarding this settlement? State your rationale.

2. How has President Clinton responded to this latest action by the tobacco industry? Who is John McCain? What is his plan to stop underage smoking? How have the tobacco companies reacted to his plan? In the video we learn that some members of Congress agree with the tobacco industry. Why do you think this is so?
3. The settlement battle is now likely to become a public relations war between The White House/Congress and the tobacco industry. If you were a representative of one of these interests, how might you launch your public relations "attack?" Divide students into two groups. Have one represent the tobacco interests and the other U.S. Government officials trying to curb the tobacco industry's practices and their interests. Begin by having each side make a list of possible "supporters," (i.e., tobacco farmers, smokers, on the industry's side; medical professionals, educators on the other.) Have each side research its case as well as its opposition's, then hold a "press conference" to promote its case. Each side should assign "supporter" roles to group members and have them speak at the press conference. Have the opposing side act as the media, and ask relevant questions. Afterwards, discuss points made by both sides that are likely to win some public support.

LINKS:
http://allpolitics.com/1998/index.html
http://cnn.com/

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Science Desk

New Gene Findings

1. What significant finding was recently announced by University of Pittsburgh genetic researchers? What similar discovery was made by a German research team? Although more research is needed, what do these findings suggest about the causes of diseases such as Alzheimer's and Parkinson's? What other factors may be responsible for these conditions as well?
2. If further testing supports the evidence indicating that genetic predisposition diseases (like Alzheimer's Disease and Parkinson's Disease) are caused by gene combinations rather than by a single gene, how do you think it will affect future research? How does this possibility affect the degree of difficulty for finding treatments and cures?
3. Have groups of students research how genes (pieces of DNA) are translated into proteins or enzymes. Have each present this process to the class and relate it to the enzyme Bleomycin Hydrolase (Hint: Usually chemicals that end with "ase" are enzymes.)

LINKS:
http://www.alz.org/assoc/media/bh-gene.html
http://www.usatoday.com/life/health/brain/degen/lhbde003.htm

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Special Series

The Lincoln Legacy: Part 1

1. How would you describe Abraham Lincoln? In your mind, what sets him apart from most other U.S. presidents? What qualities do you think make him revered among the presidents? Abraham Lincoln once said, "Important principles may and must be inflexible." Discuss how this quote gives us some insight into his character.
2. Describe Abe Lincoln's early political career. Who was his archrival? What issue divided the nation during this period? What was Mr. Lincoln's stand on this issue? What happened shortly after President Lincoln took office in 1861? Explain how this war divided not only the nation, but communities and families as well.
3. President Lincoln is credited with both ending slavery and preserving the Union. His leadership saw the United States through its most difficult crisis. The words that he crafted to convey his thoughts to the people during this time are monuments to his leadership. Direct each student to research some of the speeches and writings of Abraham Lincoln and select one quote of significance. Have the student research the circumstances behind that quote, then write and essay or construct a small-scale monument or other commemorative object (e.g., statue, building, medal) that reflects the meaning and spirit of that quote. Have each student present his/her creation to the class.

LINKS:
http://www.netins.net/showcase/creative/lincoln.html
http://www2.whitehouse.gov/WH/glimpse/presidents/html/al16.html

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Editor's Note

Editor's Note

TODAY'S NEWS TERMS

John McCain
Abraham Lincoln
"tobacco country"
Stephen A. Douglas
Alzheimer's Disease
Gettysburg
Parkinson's Disease
Emancipation Proclamation

CNN NEWSROOM WORLDVIEW

Top Of The World

Changes in China

1. What is corruption? To what extent is it a problem in China? How did delegates to China's congress make their views on this issue known to their leaders? Do you think this kind of action, where delegates openly disapprove of a government body's efforts, is a regular occurrence in China? Explain.
2. Who is the new Premier of the People's Republic of China? What are some of his priorities as he assumes power? How does he feel about open democratic elections for all offices? Why do you think he feels this way?
3. Who was Zhou Enlai? Why is he revered by many Chinese? How is the public responding to the exhibit marking the 100th anniversary of his birth? Have students work in groups to research information about past and present leaders of the modern People's Republic of China and share their findings. In class discussion, compare and contrast these leaders' political philosophies and personalities. Ask students how they think Zhu Rongji compares to Zhou Enlai. How do students think the Chinese people will react in the future to an exhibit honoring the current Premier, Zhu Rongji?
4. Group students. Have each research the 1989 crackdown on student demonstrators in Tiananmen Square. Why were the students protesting? How did the government respond? Have groups present their findings. Refer back to the video and discuss Premier Zhu's opinion of the government's response during that crisis. Does he defend or oppose the government's actions? Remind students that Mr. Zhu is pursuing an ambitious economic plan, one moving toward a free market economy. Ask students: What impact could the political climate in China have on economic advancement there? On international investment? Would Chinese leaders help or hurt themselves by instituting some political reforms as well? Discuss.

LINKS:

http://www.cernet.edu.cn/history/
http://isop.ucla.edu/ids/josh_str.htm
http://news.bbc.co.uk/low/english/world/asia-pacific/newsid_54000/54153.stm

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Did You Know?

France INTERNET Festival

1. Ask students to cite evidence from the video that supports the claim that many people in France have a "fear" of the INTERNET. What was the objective of the recent INTERNET Festival? Describe some of its exhibits. Do you think this event changed any minds about the INTERNET?

2. Lead a class brainstorming session to generate a list of pros and cons regarding INTERNET use. Tell students to consider the economic, social and political impact of widespread INTERNET use. After the class list is complete, direct each student to write a letter to a student in France, either encouraging him/her to learn how to navigate the 'NET or offering reasons why INTERNET literacy is not necessary.

LINKS:
http://www.inteco.com/pd9610a.html
http://robotweb.ri.cmu.edu/~ppan/Essays/www-reach_essay.html

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Inside North America

Robot Wars

1. Describe the competition featured in this video. Who sponsors these teams? What do the sponsors get as a result of their support? What do students obtain from the experience? How has participation in this competition changed many of them?
2. Generate a class discussion about the practical applications of robotics, now and in the future. Direct students to write either a science fiction short story or a journal entry from the future focusing on the role of robots in everyday life. Encourage creativity.

LINKS:
http://www.keihanna-plaza.co.jp/report/annual/research/robotics/robotics.html

http://www.ncc.com/misc/rcfaq.html

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Editor's Note Editor's Note

TODAY'S NEWS TERMS

Zhu Rongji	**Zhou Enlai**	**Tiananmen Square**	**digital camera**
website	**talent pool**	**robot**	**engineer**

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CNN NEWSROOM

April 9 & 10

LINCOLN LEGACY

NEWSROOM looks at the life of Abraham Lincoln and the achievements that made his mark on U.S. history.

CNN NEWSROOM WORLDVIEW

Program Calendar

April 10, 1998

TITLE	PROGRAM RUNDOWN	SEGMENT	PROGRAM
	CNN NEWSROOM OPEN	1:25	1:25
Top Story	President Clinton visits tobacco farmers in Kentucky.	3:05	4:30
Headlines	N.IRELAND PEACE TALKS UPDATE... STORMS STRIKE SOUTHEASTERN U.S...	1:00	5:30
Anti-Smoking Ad	BOYZ II MEN ask young people not to smoke.	2:50	8:20
Editor's Desk	The family scrapbook is going hi-tech.	2:05	10:25
Lincoln Legacy, Part 2	Abraham Lincoln's leadership set the stage for a modern United States.	2:50	8:20
	TOSS TO CNN NEWSROOM WORLDVIEW	2:20	16:10
Top of the World	Some Asian-Americans question a study that categorizes them as "successful."	2:40	18:50
Information Please	Law enforcement officials vow to "throw the book" at teen hackers.	2:40	21:30
Inside Africa	A sports program attempts to bridge social gaps in South Africa.	2:55	24:25
Culture Watch	The Saw Doctors bring Irish storytelling and culture to their music.	2:55	27:20
	CNN NEWSROOM CLOSE	:40	28:00

Instructional Programs From

CNN TNT CARTOON NETWORK

CNN NEWSROOM

Top Story

President Clinton Visits Tobacco Farmers

1. Why did President Clinton visit Kentucky yesterday? What kind of reception did he receive? What did the tobacco farmers tell him about their livelihood? How did the president respond to their statements and concerns?
2. Direct students to bring in examples of political cartoons and share them with the class. Discuss how each artist conveys his/ her message through his/her illustrations. Group students. Challenge each to create its own political cartoon illustrating the battle between the President and the tobacco companies. Lead each group through a methodical process: First, student cartoonists need to know all about the issue, so assist them in conducting research if necessary. Second, each group must decide upon its message: What is the cartoon trying to say? Finally, each group needs to determine how its illustrations will convey that message and create the cartoon. Have each group present and explain its cartoon. Post group cartoons around the classroom.

LINKS:
http://allpolitics.com/1998/index.html
http://www.detnews.com/AAEC/history.html

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Anti-Smoking Ad

1. Explain what BOYZ II MEN is doing to promote an anti- smoking message to young people. What is a PSA? Do you think this one will be effective? What other PSA's have you seen or heard? In your opinion, which have made the strongest impressions on you? Why? Do you think that celebrities are the best messengers for delivering PSA's? Explain.

LINKS:
http://www.saf.org/pub/rkba/books/dfn-ch32.txt
http://www.westglen.com/ff3.htm

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Editor's Desk

EDITOR'S DESK: Digital Scrapbooks

1. What are some ways that historical events have been recorded and preserved over the years? How has your family recorded key events? What is the benefit of placing these images in a digital format as opposed to keeping them in a scrapbook? How is technology changing the way we "tell the story" of an event? How has it changed the field of historical research?

2. According to the story, what purpose is served by creating a personal history? How is creating a personal history on CD-ROM "tradition in transition?" Have each student practice being a personal historian. Using guidelines provided by the Library of Congress (see the INTERNET site below) encourage students to document their own personal histories. Have students contact the Association of Personal Historians to find out how they too can place their histories on CD-ROM.

LINKS:
http://lcweb2.loc.gov/ammem/ndlpedu/lessons/psources/mindwalk.html

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Special Series

Lincoln Legacy, Part 2

1. According to the video, for what is President Abraham Lincoln best remembered? For what do you think he should be remembered? How did President Lincoln set the tone for modern America? How might the United States be different today had he not been president before and during the Civil War?
2. Much has been said in recent elections about "character." Ask students how they would define this term and what it means to them. Do students think it is important for leader to have character? Do students think most Americans believe that this is an important quality?
3. Ask students to consider how they think Abraham Lincoln would fare today if he were candidate for president. Group students. Have each conduct research and write a 1-2 minute TV campaign ad or a campaign poster or print ad promoting Abe Lincoln for President. Have groups present their ads. In class discussion compare these to what students have seen in recent elections. Are Mr. Lincoln's qualities "out of style" or still in demand among American voters? Discuss.

LINKS:
http://www.ipl.org/ref/POTUS/alincoln.html/
http://members.aol.com/RVSNorton/Lincoln.html

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Editor's Note

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TODAY'S NEWS TERMS

Farm Bureau	**roundtable**	**PSA**	**CDC**
digital	**CD-ROM**	**industrialization**	**13th Amendment**

CNN NEWSROOM WORLDVIEW

Asian Immigrant Success

1. What evidence is presented in the story to support the claim that Asian immigrants are "successful?" How does the President's Economic Council account for the tremendous Asian immigrant success in the U.S.?
2. How does the report define the group "Asian immigrant?" Have students list the various groups included within the larger category "Asian immigrant." Based on the criteria listed in the report, have all Asian immigrants been "successful?"
3. According to Ms. Ong, what is the "real picture" that the Economic Council's report is missing? What negative impact might this report have on certain groups within the Asian community?

LINKS:
http://www.hartford-hwp.com/archives/45/109.html
http://www.askasia.org/frclasrm/readings/r000202.htm

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Information Please

Teen Hackers

1. What is computer hacking? What news stories have recently focused on the actions of teenage hackers? Why is this a truly international problem?
2. This story equates computer hacking with "somebody playing as a prank with firearms." Referring back to the video, have students give an example to support this statement. Do students agree with this analogy? Discuss.
3. Why might some teenagers deliberately hack into a government system? What serious problems could they cause? Have each student write an opinion paper advocating a specific punishment for a teen involved in a hacking scheme that resulted in "a car crash, a train crash or a plane crash."

LINKS:
http://fireants.com/hacker.shtml
http://www.phillynews.com:80/inquirer/98/Apr/01/international/HACK01.htm

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Inside Africa

Leveling the Playing Field

1. Locate South Africa on a map. Discuss the meaning of apartheid, and why this term was most often associated with South Africa. When did

apartheid end there? According to the story, while racial and political equality have been achieved, social and environmental inequality still linger. How are sports in South Africa "breaking down racial divisions built over decades of legislated segregation?" Explain how the cricket development program is attempting to break down these divisions.

2. Where did the game of cricket originate? Why is it unusual to see a black person in South Africa playing cricket? How is Solomon Ntima an example of the changing face of a sport and a society?
3. Have students research examples in history where sports have been used to break down barriers of racism and intolerance, and share their findings. Students should consider, for example, Jackie Robinson, the Olympics and more recently, the Goodwill Games. Are sports an effective means for working through intolerance? Are there still sports in the U.S. that have been traditionally played by only whites? Discuss the cause-and-effect relationship between sports and civil rights.

LINKS:
http://www.cricket.org:8004/ucbsa/DEVELOPMENT/BROCHURE97/BACHER_MESSAGE.html
http://www.theaustralian.com.au/extras/005/cri1903.htm

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Culture Watch

Culture Watch

Saw Doctors

1. What is the focus of the Saw Doctors' music? How do the Saw Doctors infuse the culture of county Galway into their music? What can we learn about Ireland by listening to the Saw Doctors? Discuss the power of music as a vehicle for telling stories and describing emotions. Are there any bands in the U.S. that do for the U.S. what the Saw Doctors do for Ireland? Discuss.

LINKS:
http://www.enterprise.net/sawdoctors/

Editor's Note

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TODAY'S NEWS TERMS

ethnicity	**median income**	**"crash"**	**cricket**
FBI	**Soweto**	**Galway**	**Claddagh**

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CNN NEWSROOM WORLDVIEW

Program Calendar

April 13, 1998

TITLE	PROGRAM RUNDOWN	SEGMENT	PROGRAM
	CNN NEWSROOM OPEN	**1:40**	1:40
Top Story	A peace agreement has been reached, but emotions still run high in N. Ireland.	**4:40**	6:20
Headlines	KOREAN PEACE TALKS BEGIN...	**:30**	6:50
Environment Desk	Critics say that chip mills contribute to the deforestation of the South.	**3:00**	9:50
Environment Desk Extra	Researchers are blaming greenhouse gases for an expanding hole in the ozone layer.	**2:20**	12:10
Our World	The White House unveils a new anti-drug campaign.	**:35**	12:45
	TOSS TO CNN NEWSROOM WORLDVIEW	**3:10**	15:55
Top of the World	Robben Island holds a significant part of South Africa's history.	**3:40**	18:35
World Leader	CNN interviews South African President Nelson Mandela.	**3:10**	22:45
Inside Asia	A Muslim man in India reaches across religious boundaries to restore Hindu temples.	**2:35**	25:20
Did You Know?	Long after WWII, a relic of that war still tackles the hills of Bangladesh.	**2:05**	27:25
	CNN NEWSROOM CLOSE	**:35**	28:00

Instructional Programs From CNN TNT TCM CARTOON NETWORK

CNN NEWSROOM

Top Story

Northern Ireland Peace Agreement

1. What do skeptics mean when they say the latest deal for peace is not carved in stone, but rather "etched in quicksand"? What were some of the reactions to the settlement heard in the video? Will the people of Northern Ireland have the opportunity to make their views on the agreement known? Explain.
2. Who are the Nationalists? the Unionists? What does each want? Have students draw on what they have learned following this story to answer these questions in class discussion. Then ask: If you were one of the leaders who crafted this agreement, how would you "sell" it to your people? Group students. Have each group research the agreement and the views of both Nationalists and Unionists. Then have each write a brief speech for one side to promote the agreement among its interests. Have each group appoint one member to deliver its speech.
3. One of the participants in the talks has said, "We have interrupted the culture of failure in Northern Ireland." Do students agree or disagree with this statement? Assist students in researching the settlement, then analyzing what, in his/her opinion, it means for the people of Northern Ireland. Direct each student to write an editorial predicting the chances of success or failure for peace in Northern Ireland.

LINKS:
http://news.bbc.co.uk/hi/english/events/northern_ireland/latest_news/default
http://www.detnews.com/AAEC/history.html

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Environment Desk

ENVIRONMENT DESK: Chip Mills

1. What is Hume Davenport's profession? How does his livelihood give him a unique perspective on the state of the local environment? What does he see happening in the forests over which he flies?
2. Working in small groups, have students conduct research into the two tree harvesting methods mentioned in this segment: Chip mills and saw mills. Have each group create a chart comparing chip mills to saw mills in age of trees used, speed of process, mobility, etc. Have each group present its chart and answer the following question: Do you think Hume Davenport's concern is justified? State the reason for your answer.
3. Group students. Have each research the habitat, range and diet of one of the endangered species mentioned in the video. In a one-paragraph essay have each group support or refute the statement, "Cutting down small trees will lead to the extinction of these two species."

LINKS:
http://www.wilderness.org/ccc/southeast/
http://www.forestind.com/southernloggintimes/currentissue/story1.html

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ENVIRONMENT DESK EXTRA: GREENHOUSE GASES

1. What are NASA researchers blaming for the erosion of the earth's "natural sunscreen?" What problems can holes in the ozone layer cause? What are CFC's? How do they play a role in the gradual expansion of ozone layer holes? Explain how the production of greenhouse gases is now taking the place of CFC emissions in depletion of the ozone layer.
2. How are greenhouse gases produced? Have students work in groups to learn more about greenhouse gases and share their information. Which nations produce the largest share of these gases? What efforts have been made to curb this production? Is it working? Discuss.

LINKS:
http://www.washingtonpost.com/wp-srv/WPlate/1997-10/20/078l-102097-idx.html

http://www.smps.ntu.edu.au/j_mitroy/sid101/uncc/fs001.html

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Editor's Note **Editor's Note**

TODAY'S NEWS TERMS

- checks and balances
- ozone
- Nationalists
- CFC's
- Unionists
- greenhouse gases
- chip mill
- Arctic

CNN NEWSROOM **WORLDVIEW**

Top Of The World

Robben Island

1. Where is Robben Island located? Who was imprisoned there? Why is it a significant part of South African history?
2. Those who were imprisoned on Robben Island "have not forgotten those dark days, lightened only by dreams of democracy." What kinds of experiences do they share? Have students work in groups to conduct research to learn more about the Robben Island experience and share their findings. Challenge each student to write a journal entry, acting as a prisoner there, or a present-day letter to his/her grandchildren, explaining what he/she faced in the struggle for a democratic South Africa.
3. Visitors can now tour Robben Island and learn more about its history and significance firsthand. Have students work in groups to research Robben Island, then use their findings to create a illustration or small scale model of

a monument to those who were imprisoned for the cause of equality. Post student work around the classroom.

LINKS:
http://www.robben-island.org.za/index.htm
http://acs.bu.edu:8001/~palegi/sa16.html

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WORLD LEADER: Nelson Mandela Interview

1. Who is Nelson Mandela? How do you think he will be remembered by historians? Have students work in groups to research Nelson Mandela's life and contribution to South Africa's history. Have groups share their findings. Discuss why he believes that "what is happening now [in South Africa] is something totally far beyond my wildest expectations."
2. How does Pres. Mandela respond when asked what advice he would give to the U.S. about race relations? Why do you think he offers this answer? Conduct research to learn more about race relations in South Africa. What can the U.S. learn from the the South African experience, both positively and negatively?
3. Is race relations an issue in your community? If not, why do you think it is not? If so, what can be done to improve the quality of communication among all races there? Have students write short essays in response to these questions. Ask volunteers to share their essays. Discuss the approaches that have already been taken in the U.S. in the name of improving relations among races. Which seem to be effective? Which have not worked? If you were an elected official, what would you do to promote equality for all?

LINKS:
http://www.anc.org.za/people/nrmpage/html
http://www.accsys.co.za/accsys/news59.htm

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Inside Asia

INSIDE ASIA: Indian Temple

1. How is Yasin Pathan trying to make a contribution to his nation's history? Why is this unusual? What kind of response is he getting from many Moslems and Hindus? How have political leaders and archaeologists reacted to his work?
2. Why does Mr. Pathan conduct this endless restoration of Hindu temples? Why are these structures significant to Indian culture and history? Have groups of students research some of the ancient temples of India and report on their findings. Initiate a class project where groups combine their information into a travel brochure promoting these sites and their

significance.

LINKS:
www.indiantemples.com

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Did You Know?

DID YOU KNOW? Bangladesh Jeeps

1. Why are jeeps the best way to travel through parts of Bangladesh? Use this opportunity to introduce students to the geography of this region of the world and the practical concerns of getting around there. Have students research the geography of Bangladesh and discuss how both the terrain and economics play a role in transportation.

LINKS:
http://bangladesh-web.com/
http://lcweb2.loc.gov/frd/cs/bdtoc.html

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TODAY'S NEWS TERMS

Robben Island	**reconciliation**	**"crash"**	**South Africa**
Nelson Mandela	**Hindu**	**Muslim**	**Bangladesh**

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CNN NEWSROOM WORLDVIEW

Program Calendar

April 14, 1998

TITLE	PROGRAM RUNDOWN	SEGMENT	PROGRAM
	CNN NEWSROOM OPEN	1:40	1:40
Top Story	Two banking giants merge, creating the first coast-to-coast bank in the U.S.	4:50	6:30
International Desk:Around the World	More world travels are in store for President Clinton.	:55	7:25
International Desk	The MayaQuest team examines what may have been the first Mayan city.	1:30	8:55
Our World	Florida unveils its new anti-smoking ads.	3:35	12:30
	TOSS TO CNN NEWSROOM WORLDVIEW	3:00	15:30
Top of the World	Mexican citizens march against a rising tide of juvenile crime.	2:55	18:25
Inside Russia	There's one thing for certain in Russian politics: Everybody's an expert.	2:25	20:50
Wild Kingdom	A Georgia man uses winged friends to get his conservation message to kids.	2:35	23:25
Taking Care of Business	Cocos Island is a treasure chest of biodiversity and history.	3:40	27:05
	CNN NEWSROOM CLOSE	:55	28:00

Instructional Programs From CNN NEWSROOM

CNN TNT CARTOON NETWORK

Top Story

Bank Mega-Merger

1. What is a merger? What two large U.S. banks announced their merger deal yesterday? Explain why it has been easier for these kinds of mergers to

occur. What historical event laid the groundwork for strict regulations against these kinds of mergers in the past? Why do you think those restrictions are being removed now?

2. Why, according to the video, is the pressure building on banks to merge? What does it mean when it is said that the banking and financial services system "is very inefficient?" How does this contribute to "consolidation acceleration?" Discuss the potential benefits of the NationsBank/BankAmerica merger to customers. Are there any potential downsides?
3. Group students. Have each conduct research to learn more about mergers and their pros and cons. Direct each group to choose one recent merger and assess its impact on different sectors of society. Have each group review its findings and chart the pros and cons from the perspectives of: (a) customers, (b) employees, (c) management, and (d) the industry(ies) involved. Have each group present its data. Discuss: Are mergers always good or bad? Should the government attempt to regulate them more closely?
EXTENSION: Have students research and discuss things every consumer should know when his/her bank merges with another. What can the consumer do to protect himself/herself if the merger is not the best deal for the customer?

LINKS:
http://www.usatoday.com/news/comment/colyrmn/yrmn02.htm
http://pathfinder.com/money/yourco/0396/tmwatch.html
http://www.idg.net/idg_frames/english/content.cgi?vc=docid_0%2d70762%2chtml

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International Desk

MayaQuest

1. Where is El Peten? What can one find in its ancient city of Nakbe? What evidence leads anthropologist Richard Hansen to believe that this was the first Mayan city? What has happened to the site since the Mayans occupied it? In your opinion, should these kinds of sites be preserved? State your rationale.
2. Group students. Direct half of the groups to research the ecosystems and biodiversity of El Peten. Direct the other half to find information on the artifacts and ancient buildings found in this region. Have all groups share their information in class discussion. What hypotheses can we make based on the information gathered? What kinds of assumptions might we make about everyday life in Nakbe at the time of the Mayan civilization?

LINKS:
http://mars.cropsoil.uga.edu/trop-ag/ecology.htm
http://www.webpak.net/~equinox2/nakbe/nakbe98.html
http://www.csi.cc.id.us/support/museum/staff/jcw/
jcw_quarry_paper.html#Replication

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Our World

Florida's Anti-Smoking Campaign

1. Explain why Florida's new anti-smoking ads are unique. How did the students in the video react to these ads? What was the response of the ad agency that created them? What is your opinion of these ads? Discuss what you think should be done to curb underage smoking. Who or what would likely be the best source of financing for your proposals?

LINKS:
http://kickbutt.org/news/9804-apr/980413.html

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Editor's Note

TODAY'S NEWS TERMS

merger **revenue-driven** **El Peten** **Nakbe**
archaeologist **Maya** **manipulating** **evaluation**

CNN NEWSROOM WORLDVIEW

Top Of The World

Mexico March

1. Why were protestors in the thousands marching through Mexico City recently? Who was involved in this protest? What was their message?
2. In the video we hear one woman's opinion that the violence in Mexico City is no longer just the result of poor economic conditions. What seems to be the mindset of the young criminals holding this city hostage in fear? What do you think are the underlying reasons for this wave of violence? According to Mexico City officials, what is being done to address this problem?
3. Invite someone from the local juvenile criminal justice system (i.e., judge, attorney) to address the class on the causes and results of juvenile crime in your area. When the speaker has finished, have students compare the information they have learned about juvenile crime in the U.S. to what is happening in Mexico. Discuss similarities in causes and in response to juvenile crime in both countries. What do students think the U.S. could learn from Mexico, and vice versa, in how it addresses the issue of juvenile crime?

LINKS:
http://www.latinolink.com/news/news97/1130nmex.htm
http://detnews.com/1998/metro/9801/16/01160082.htm

Taking Care of Business

Cocos Island

1. Where is Cocos Island? What makes it unique among tropical islands? How would you describe the scenery there? Why are many fascinated by this place? Do you believe there could be buried treasure there? According to the video, what is the real "treasure" on this island?
2. How is human contamination limited on the Cocos Island? What has happened recently to insure stronger protection of the island? Why do you think this kind of protection is necessary?
3. Cocos Island has been the inspiration for several literary works and movies. After viewing the video, challenge students to work in groups to create a short story or one-act play where Cocos Island is the setting. Encourage groups to use descriptive language to paint a picture of their surroundings for the reader or viewer. Have each group present its work. Discuss the kinds of plots that are best suited to this kind of setting.

LINKS:
http://incostarica.net/docs/nationalparks/parks/cocoisland.shtml
http://incostarica.net/docs/coco/

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TODAY'S NEWS TERMS

protest
raptor
justice
falconry
Boris Yeltsin
UNESCO
czar
indigenous

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Inside Russia

Russia Tea Leaves

1. What is happening to the government of Russia? What are some Russians' views on the changes taking place? In the video we hear that "Russians treat the government like the moon." Explain what this means and why every Russian is an "expert" on the political scene there.
2. How has the political system in Russia changed since the turn of the century? Divide students into small groups. Have each choose one decade beginning with 1900 up until 2000 and conduct research to learn more about the political climate in Russia in that decade. Who was in power? From what authority was that power derived? Have students present their findings in chronological order. As a class, use highlights of this information to create a timeline of Russian political history this century and post it in the classroom. Discuss the historical reasons why some Russians may see the latest political moves as nothing more than "business as usual."
3. In this segment Russia's acting prime minister says, "I feel very frightened, very frightened." CNN correspondent Betsy Aaron also speaks of "something looming on the horizon." What do you think accounts for the tone of these statements? Why do you think some Russians fear for their country?

LINKS:
http://cnn.com/WORLD/9803/23/russia.government/index.html
http://cnn.com/resources/newsmakers/world/europe/yeltsin.html

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WILD KINGDOM: Hawk Man

1. What is Steve Hein's profession? What are the main responsibilities of his job? In what hobby does he often participate when he is not working?
2. Summarize Mr. Hein's conservation message to students. What do you think "pulling away from Nintendo and shopping malls" has to do with conservation? In your opinion, what specific role could students play in the conservation movement?

LINKS:
http://www.savanews.com/stories/101097/CSTgsuwildlife.html
http://www.wsu.edu:8080/~davidk/eng198/falcon.html
http://www.desertusa.com/aug96/du_hawk.html

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CNN NEWSROOM WORLDVIEW

Program Calendar

April 15, 1998

TITLE	PROGRAM RUNDOWN	SEGMENT	PROGRAM
	CNN NEWSROOM OPEN	**1:40**	1:40
Top Story	Pres. Clinton hosts a town hall meeting focusing on sports and racial issues.	**3:45**	5:25
Headlines	IT'S TAX DAY IN THE U.S.A...	**:40**	6:05
Business Desk	There are some revenue-generating opportunities on the 'NET.	**3:00**	9:05
Business Desk Extra	Smalltown banks provide a unique level of customer service that enables them to compete with banking giants.	**2:00**	11:05
Our World	Students learn the dangers of smoking from those who have experienced them firsthand in "Nicotine 101."	**2:30**	13:45
TOSS TO CNN NEWSROOM WORLDVIEW		**2:45**	16:30
Top of the World	The Kashmir Valley has been the site of cross-border violence between India and Pakistan.	**3:50**	20:20
Inside Europe	Germany's Helmut Kohl faces the political "fight of his life" in the next election.	**3:45**	24:05
Culture Watch	Havana's paladares offer a rare chance at entrepreneurship in Cuba.	**2:40**	26:45
	CNN NEWSROOM CLOSE	**1:15**	28:00

Instructional Programs From CNN TNT TCM CARTOON NETWORK

CNN NEWSROOM

Top Story

The Color of Sports

BEST COPY AVAILABLE

1. What was the topic of President Clinton's town hall meeting in Houston last night? What celebrities were present? In what field has each excelled? Why did President Clinton choose to address this topic? Do you think that sports could be used to "level" society's "playing field" among the races? Explain.
2. Explain what statistics show about minority front office hiring in sports. Why do you think this is the case when there have been so many outstanding minority athletes? Do you think the President is effectively tackling this issue by talking with athletes and citizens in a town hall forum? If not, what else would you suggest that he do?
3. Who was Jackie Robinson? What did he do that helped to blur the lines between the races in sports? Was his effort without personal sacrifice? Have students work in groups to research Jackie Robinson's career and its signifance both to the sports world and to race relations in the U.S. Have students share their findings. What do they think Jackie Robinson would think about the current debate over minorities in the front office? Why? Discuss.

LINKS:
http://www.sportingnews.com/voices/voice_of_the_fan/19970507.html
http://www.sound.net/~vivian/jackie2.html

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Business Desk

'NET Profits

1. Summarize some of the answers you might hear if you asked INTERNET entrepreneurs, "How do I make a lot of money on the 'NET?" How do their different answers give us a sense that, as one expert says, "We're all still in kindergarten" regarding our knowledge of the INTERNET? What other factors have hurt 'NET profits as many businesspeople set out into this new frontier?
2. Have students work in groups to collect information on making money on the INTERNET. Challenge each group to use its findings to create a design for a web page centered around the idea that "You, too, can make money on the 'NET!" Have groups share their web page designs. Then ask each group: How would you make sure that this web page generates revenue? Discuss.

LINKS:
http://www.zdnet.com/anchordesk/story/story_338.html
http://www.idg.net/idg_frames/english/content.cgi?vc=docid_0%2d74617%2ehtml
http://community.bellcore.com/lesk/iih/iih.html

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BUSINESS DESK EXTRA: Hometown Banking

1. In spite of mega-mergers among large banks, how are small banks staying alive in the U.S.? What kinds of services do some offer that customers would find in a large banking institution? What does a small bank offer that customers are not likely to find at a larger bank? Do you think that smalltown banks will continue to exist ten years from now? Why/why not?

LINKS:
http://www.cnnfn.com/hotstories/busunu/9710/13/smallbanks_pkg/

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Our World

Our World

Nicotine 101

1. What is the purpose of California's Nicotine 101 class? Who attends the class? Explain how Dwight Pollock is using his personal experiences to keep young people from smoking. How did some students in the video react to Mr. Pollock's presentation? According to the video, what do parents think of this class? Do you think this kind of instruction is effective? State your rationale. In your opinion, is it more or less effective than some of the anti-smoking ads you have seen? Explain.
2. Have students search the first INTERNET site below to see a list of famous people who have succumbed to smoking-related illnesses. Discuss student reactions to what they have seen. If any one of these individuals could come back and relate their experiences, what do students think he or she might say? Do students think it would make an impression on young smokers they know? Why or why not?

LINKS:
http://www.ipl.org/ref/POTUS/alincoln.html/
http://www.tobacco.org/Misc/losses.html
http://www.wesleyan.edu/spn/joechemo.htm

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Editor's Note

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TODAY'S NEWS TERMS

Jackie Robinson	**front office**	**INTERNET commerce**	**transaction**
ATM	**community bank**	**cancer**	**esophagus**

CNN NEWSROOM WORLDVIEW

Top Of The World

Kashmir Valley

1. Locate India, Pakistan and the Kashmir Valley on a world map. Describe the Kashmir Valley. Why is it the most likely site of another war between India and Pakistan?
2. Have groups of students research the India-Pakistan conflict and share their findings. Discuss the sources of this conflict from each side's perspective. How do religion and nationalism each play a role in this conflict?
3. Why are those who live in this valley concerned about recent statements made by Indian officials regarding nuclear weapons? Does India possess nuclear capabilities? Explain. Does Pakistan? How does this disparity affect the power struggle going on between them?
4. On a global scale, which nations have nuclear weapons? Which are in the process of developing them? Have students work in groups to conduct research on nations that have or have the technology to develop nuclear weapons, and share their findings. Distribute black-and-white political maps of the world to students. Have them come up with a color code to indicate (a)nations that currently have nuclear weapons and (b) nations that are likely to have nuclear weapons in the next decade. Have students color their maps using this code. Then review the maps, and in class discussion, have students point out those colored nations that are involved in international conflicts. Discuss how possession of nuclear weapons is likely to tilt the balance of power in each conflict. How could a nuclear war in one of these global hot spots become an international crisis beyond this region? Discuss.

LINKS:
http://www.pakistanlink.com/headlines/Mar/04/10.html
http://www.ummah.org.uk/kashmir/index.htm
http://www.math.grin.edu/~andersos/sandb/apr1/nuclearprofus.html

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Inside Europe

German Politics

1. Who is Helmut Kohl? How long has he been in office? Who is his biggest threat to reelection? How is this man a "first" in German politics?
2. Explain why Gerhard Schroeder is called a "media candidate." Why is Helmut Kohl referred to as "The Architect of German Reunification"? Assist students as they conduct research to learn more about the political ideologies and personal styles of these two leaders. Have students use what they have learned to write essays comparing Mr. Kohl and Mr. Schroeder as "political animals."
3. Working in small groups, have students research the major issues significant to German voters in this upcoming election. Have students share their findings and discuss which issues are likely to be the ones that determine who wins the election for Chancellor. Have students make predictions about the

outcome of the election and cite evidence to support their claims. Discuss parallels between this and recent presidential elections in the U.S.

LINKS:
http://www.economeister.com/curracct/970827ca/kohl_pe.htm
http://204.71.177.76/text/headlines/980303/international/stories/germany_3.html

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Culture Watch

Culture Watch

Cuba's Paladares

1. What are paladares? Explain how they are the "exception to the rule" in Cuba's economy. What kind of economic system exists in Cuba? What regulations must owners of these businesses follow? Why do you think these regulations are in place? According to the video, what are the downsides of owning your own business in Havana? If all these obtacles to entrepreneurship exist in Cuba, why do you think some still strive to achieve some measure of business ownership?

LINKS:
http://caribbeansupersite.com/cuba/employ.htm

http://www.cubanet.org/CNews/y97/may97/6e5.htm

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Editor's Note

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TODAY'S NEWS TERMS

Kashmir	**BJP**	**Atal Bihari Vajpayee**	**social welfare state**
Helmut Kohl	**Gerhard Schroeder**	**paladares**	**entrepreneur**

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CNN NEWSROOM WORLDVIEW

April 16, 1998

TITLE	PROGRAM RUNDOWN	SEGMENT	PROGRAM
Top Story	COLUMBIA astronauts head for space on a mission to study the nervous system.	3:15	4:55
Headlines	POL POT, ARCHITECT OF THE KHMER ROUGE "KILLING FIELDS," IS REPORTEDLY DEAD...	:35	5:30
Science Desk	New technology enables doctors to treat stroke victims more effectively.	3:50	8:45
Earth Day Preview	Next Wednesday: Earth Day specials on CNN NEWSROOM & WORLDVIEW	1:50	10:35
Our World	Statistics show teen smoking is on the rise, especially among minority teens.	2:25	13:00
TOSS TO CNN NEWSROOM WORLDVIEW		3:00	16:00
Top of the World	There's a rising tide of dissent among the people of China.	3:05	19:05
Inside North America	Mobility and prosperity have contributed to the changing American family.	3:05	22:10
Culture Watch	German higher education is free, but to some students, it's no bargain.	3:35	25:45
Taking Care of Business	Malaysian officials hope that coffee stops will mean safer highways.	1:25	27:10
CNN NEWSROOM CLOSE		:50	28:00

Instructional Programs From CNN

Top Story

CNN TNT TCM CARTOON NETWORK

NEWSROOM

COLUMBIA Mission

1. Describe the latest mission of the space shuttle COLUMBIA. What is "Neurolab?" How will Neurolab's experiments have direct implications for the future of space exploration?
2. Before the shuttle astronauts conduct experiments to determine the influence of space travel on the nervous system, they must first understand what the nervous system is and how it works. Use this opportunity to teach students about the neurosystem and its functions. Divide students into small groups. Using their text or other resources, have each group choose one topic appropriate to the nervous system, (e.g., the brain, spinal cord, the senses, neurons) and conduct research to learn more about that topic. Have each group "teach" its unit to the class.
3. Group students. Challenge each to design a simple experiment that could be conducted by shuttle astronauts to give researchers information on the effects of space travel on the nervous system. Have each group outline its experiment, including hypothesis and other steps of the scientific method, on poster board. Direct each group to present its experiment idea to the class.

LINKS:
http://www.shuttle.nasa.gov/sneakpreview/
http://weber.u.washington.edu/~chudler/neurok.html

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Science Desk

Stroke Imaging

1. What new technology saved Betty Rhodes' life? How does diffusion weighted imaging work?
2. What happens to the brain of a person having a stroke? Why is fast, early detection important? What can doctors do to limit the brain damage caused in a stroke? Have students work in groups to learn more about strokes, factors that contribute to strokes, and treatments doctors currently use to attempt to reverse any damage caused by strokes. Have groups share their findings. Ask a medical professional specializing in this field to address the class on the very latest technology for treating strokes in your community.

LINKS:
http://www.stroke.org/Stroke_Facts.html
http://www.reg.uci.edu/UCI/CARDIOLOGY/PREVENTIVE/FACTS/diag_str.html

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Our World

Teen Smoking Statistics

1. What do statistics show about recent trends regarding smoking and teenagers? What do the statistics have to say about smoking and African American teens? Why, according to the video, is this statistic "most discouraging?"
2. Ask students to summarize the statements of teens in the video who were asked why they smoke. Then ask students to gather information on the factors contributing to increased teen smoking and discuss what they think the underlying causes of this trend are.
3. In the video we hear Dr. Glantz say that the "whole focus on kids we have nationally is a big mistake, because first of all, it won't succeed at keeping kids from smoking..." Ask students to what "focus" they think Dr. Glantz is referring, and whether they agree/ disagree with his statement. Then generate a conversation about ways students would address the problem of teen smoking with an emphasis on halting the alarming increase in minority teen smoking. Divide students into groups. Have each group draft a list of recommendations they think would be effective in addressing these issues. Have each group share its list and submit a class list to the school newspaper or as a "Letter to the Editor" of your local paper.

LINKS:
http://www.udayton.edu/~health/smoking/foes.htm
http://www.udayton.edu/~health/smoking/settle02.htm#15

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Editor's Note

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TODAY'S NEWS TERMS

COLUMBIA	**payload**	**microgravity**	**MRI**
FDA	**stroke**	**artery**	**peer pressure**

CNN NEWSROOM WORLDVIEW

Top Of The World

China's Rising Tide of Dissent

1. What is a dissident? Why is China a prime target of international criticism on the topic of human rights? How are dissidents in China trying to get their message across regarding China's human rights record?
2. What are the objectives of the China Democratic Justice Party? Why are members of this movement in hiding in China? One member speaks of waiting "until the Communist Party is faced with an inevitable social crisis which it cannot manage" to come out of hiding? What do you think he means?
3. Group students. Have them research dissident activity in China, including the Tiananmen Square incident in 1989. In each case, what was the issue? Who was involved? Why do you think the international community gets relatively little information about these events? Discuss student findings. In

light of what students have discovered, how would they rate the chances of the government of China honoring the international agreement on civil/political rights? Why?

LINKS:
http://www.jue.org/jue/chinanews/docs/980210b.html
http://www.ummah.org.uk/kashmir/index.htm
http://204.71.177.76/text/headlines/980209/international/stories/china_3.html

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Inside North America

Changing American Family

1. According to the video, what factors have changed the American family? What is meant by the term "nuclear family?" How did post-WWII suburbia provide an environment that promoted the nuclear family? What pressures were building beneath this environment at the same time?
2. Have students work in groups to research family demographics in the U.S. -OR- invite a local professor of sociology to address the class on the changing nature of the family in the U.S. After research is presented or the professor's presentation, discuss the long-term impact of these changes on society (i.e., more mobile society means people are less likely to know their neighbors, meaning less community support for families.) Assess the positives and negatives of the changing nature of the family in the U.S.
3. Generate a class discussion about the "struggle for prosperity" mentioned in the video. What does this mean? What sacrifices have many families made in pursuit of prosperity? What rewards have they reaped in exchange? Do you think this is a fair trade-off? Why or why not?

   EXTENSION: Have students discuss with their parents/guardians the sacrifices they have made to raise children in the '90s. Is their experience different from that of their parents? If so, who do they think has had the more difficult experience? Why? Discuss student findings.

LINKS:
http://www.census.gov/
http://www.demographics.com/Publications/AD/96_AD/9608_AD/9608AB01.htm

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Culture Watch

Culture Watch

German Education Crisis

1. Who pays for higher education in Germany? How has this put a strain on the system? How is the Free School of the Arts different from the state

universities? Why are some students willing to pay for an education in country where education is free? If you were in these students' shoes, would you do the same thing? Explain.

LINKS:
http://ortelius.unifi.it/nhes/DEindex.html

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Taking Care of Business

Malaysia's Coffee Stops

1. Why are coffee stops popping up along Malaysia's highways? How have both public and private sectors combined their resources in this effort? Discuss how the coffee stops provide a service while servicing a demand.
2. What chemical in coffee helps people to stay awake? What are the effects of caffeine on a person's health? Have students work in groups to conduct research on any health risks and/or benefits associated with caffeine intake, and share their findings. Discuss alternatives to safer highways in Malaysia for those drivers who may not want to drink coffee.

LINKS:
http://www.vhs.com/literature/caffeine.html

http://www.esco-coffee.com/fact.html

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Editor's Note

TODAY'S NEWS TERMS

dissident
nuclear family
communist
"ivory tower"
underground
tuition
suburban
Malaysia

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CNN NEWSROOM WORLDVIEW

Program Calendar

April 17, 1998

TITLE	PROGRAM RUNDOWN	SEGMENT	PROGRAM
CNN NEWSROOM OPEN		1:40	1:40
Top Story	Ironically, the death of Pol Pot will keep him from accounting for his past.	4:00	5:40
Headlines	MORE VIOLENT STORMS ROCK THE SOUTHERN U.S...	1:15	6:55
Editor's Desk	An old Driver Education film no longer has an impact on teenage driving habits.	2:25	9:20
Look Ahead	Next week on CNN NEWSROOM: The Dangers of Driving	:45	10:05
Homeless Dancer	A man found living on the streets of New York embodies a piece of dance history.	3:45	13:50
TOSS TO CNN NEWSROOM WORLDVIEW		2:50	16:40
Top of the World	Millions of Rwandans lost their lives in a human tragedy that began four years ago.	2:45	19:25
Inside North America	A Louisiana professor says the best time to teach a child to read is infancy.	5:05	24:30
Culture Watch	Indian flutist Hariprasad Chaurasia brings a unique sound to world listeners.	3:00	27:30
CNN NEWSROOM CLOSE		:30	28:00

Instructional Programs From CNN TNT TBS CARTOON NETWORK

CNN NEWSROOM

Top Story

TEACHERS: TODAY'S TOP STORY CONTAINS GRAPHIC IMAGES. PLEASE PRESCREEN.

Death of Pol Pot

1. Who was Pol Pot? How does the image of his death contrast sharply with that of the "Killing Fields?" Why has his death left many Cambodians feeling "cheated?"

2. Explain how Pol Pot and the Khmer Rouge conducted a reign of terror throughout Cambodia. Why was Pol Pot able to conduct this bloody rampage without hindrance? What happened to finally slow down the Khmer Rouge? Lately what policy had the U.S. been pursuing in regard to Pol Pot? Did U.S. diplomats believe that Pol Pot would eventually be brought to trial? Explain.

3. Pol Pot did not live to be tried by the international community. Ask students what they think might have transpired had the Khmer Rouge leader been put on trial. Challenge students to conduct their own trial of Pol Pot, in absentia. Divide the class into two teams and one 3-person panel of "international judges." Have one team represent and gather evidence for the defense. Students on this team will have the toughest job, so they will need to be objective and find information on the initial goals of Pol Pot's movement and evidence that other nations at that time ignored his alleged activities. Students on the other team will gather evidence of "crimes against humanity" committed by Pol Pot and his followers and argue for a "guilty" verdict. Have the judges take notes throughout the proceedings and deliberate in private. Require unanimity for conviction. If the verdict is "guilty," have each student write a brief essay on what he/she believes should be the sentence, and why.

LINKS:
http://cnn.com/WORLD/asiapcf/9804/16/pol.pot.reax.ap/
http://www.washingtonpost.com/wp-srv/WPcap/1997-10/28/044r-102897-idx.html

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Editor's Desk

ATTENTION TEACHERS: THIS SEGMENT CONTAINS GRAPHIC SCENES THAT MAY BE INAPPROPRIATE FOR SOME STUDENTS. PLEASE PREVIEW BEFORE SHOWING.

Red Asphalt

1. What kinds of things Driver Education courses teach about safety? Lead a class discussion to generate a "checklist" of safety items such as driving within the speed limit, wearing a seat belt, etc. Conduct a silent survey to determine whether those students who drive always follow these safety rules.

Why do young drivers often ignore the rules? In students' opinions, what would it take to get them to be safer drivers?

2. What is the significance of the title "Red Asphalt?" Why is this film shown to students in Driver Education? Is "Red Asphalt" an effective way to get young people to be safer drivers? Why or why not? If not, what else might accomplish this goal?
3. Why is "Red Asphalt" shifting its focus from blood and gore to personal accounts of tragedy? What societal changes have taken place between the '60s and the '90s to warrant such changes in the film? Have students ask their parents about their Driver Education experience. How have the courses changed over the years? How do students account for these changes?
4. Do students agree with the video's claim that young people are desensitized to blood and gore? Have students watch a police drama or the local news, counting the images of or references to death, blood, etc. and have each write a reaction to the story. Does the amount of gore have an impact on their reaction? Explain.

LINKS:
http://www.nhtsa.dot.gov/people/
http://www.madd.org/stats/stat_youth.shtml

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Homeless Dancer

1. How does Arthur Bell "embody a piece of dance history?" What were some of his professional accomplishments? Where did a social worker find him? How did his family find him? What kinds of stories do you think he will have to tell his relatives?

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Editor's Note **Editor's Note**

TODAY'S NEWS TERMS

Pol Pot	**Khmer Rouge**	**marxism**	**genocide**
asphalt	**Highway Patrol**	**troupe**	**premiere**

CNN NEWSROOM WORLDVIEW

Top Of The World

Rwanda Crisis Revisited

1. What incident touched off a civil war in Rwanda four years ago? Who are the Hutus and Tutsis? How did the war between them prompt a mass exodus of Rwandans? Where did these refugees go? To what "enemy" did many survivors of the war eventually succumb?

2. Generate a class discussion about the inaction of the international community early in this crisis: Why do students think other nations did not respond quickly? Should they have acted sooner? If so, how? Group students and have them conduct research to learn more about the Rwandan civil war and the refugee crisis that resulted. Direct students to also collect information on specific international responses. Have groups share their findings. Discuss differences/similarities between this crisis and other recent situations involving ethnic violence within a nation (e.g., Somalia, Bosnia). What, if anything, has the international community learned from its action/inaction in each case?

LINKS:
http://www.boston.com/dailynews/wirehtml/021_lr/
Hutus__Tutsis_grieve_together_for_r.htm
http://www.pbs.org/newshour/bb/international/jan-june98/rwanda_1-7.html

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Inside North America

Teaching Babies to Read

1. Why does Professor Robert Titzer believe that the best time to teach children to read is when they are about three months old? Describe his method of teaching babies to read. What are some criticisms of this method?

2. Have students work in groups to interview teachers of young children to learn more about how reading is taught and why those methods are used. Have students share their findings and discuss why they think, in spite of the millions of dollars and hours spent, there are so many young people (and adults) with reading problems. Do they think Professor Titzer's method is worth trying? Why/why not?

LINKS:
http://www.infantlearning.com/research.html

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Culture Watch

Culture Watch

Indian Flutist

1. What kind of instrument does Hariprasad Chaurasia play? How is this instrument different from others with which you are familiar? Encourage students to bring in examples of ethnic music played on different kinds of instruments. Play the selections as students conduct research or do group work.

LINKS:
http://www.bigbang2.com/vasantahabba/harisprasad.htm

http://www.india-today.com/mtoday/profiles/hari.html

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Editor's Note

Editor's Note

TODAY'S NEWS TERMS

Rwanda
humanitarian
Hutu
Tutsi
illiteracy
world recognition
disengaging
flute

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April 20, 1998

TITLE	PROGRAM RUNDOWN	SEGMENT	PROGRAM
	CNN NEWSROOM OPEN	**1:40**	1:40
Top Story	The Summit of the Americas looks to expand trade in the western hemisphere.	**3:20**	5:00
Headlines	SHUTTLE UPDATE...	**:45**	5:45
Environment Desk	Researchers have evidence linking electromagnetic fields and cancer.	**3:20**	9:05
Environment Desk Extra	El Nino is having a positive effect on California wildflowers.	**2:35**	11:40
Our World	Some states find that restrictions on young drivers are the best way to help save lives.	**1:50**	13:20
	TOSS TO CNN NEWSROOM WORLDVIEW	**3:00**	16:20
Top of the World	The economy of Indonesia offers little hope for those looking for work.	**2:50**	19:10
Taking Care of Business	Baghdad's pet market is now full of more browsers than buyers.	**2:40**	21:50
Inside Asia	Many young Japanese workers want to start their careers with western companies.	**2:30**	24:20
Culture Watch	When their "lives" are over, movies can go to glorious storage or a horrible hereafter.	**2:40**	27:00
	CNN NEWSROOM CLOSE	**1:00**	28:00

Instructional Programs From CNN TNT TCM CARTOON NETWORK

CNN NEWSROOM

Top Story

Summit of the Americas

1. Why are leaders of western hemisphere nations meeting in Santiago, Chile? What are tariffs? What is a "free trade zone?" Why are the western hemisphere nations present at this summit interested in creating a large free trade zone?

2. According to the video, why has U.S. President Clinton been "on the spot" at this conference? Have students work in groups to learn more about the "fast track" negotiating powers President Clinton wants, and share their findings. What are the obstacles to his obtaining these "fast track" powers? How could a lack of "fast track" authority jeopardize not only the western hemisphere's free trade hopes, but also President Clinton's legacy? Discuss.

LINKS:
http://www.hrw.org/hrw/press98/bck-brif/lat-smt.htm
http://ffas.usda.gov/itp/policy/america.html
http://www.usatoday.com/elect/ew/ew173.htm

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Environment Desk

Cancer Environment

1. A contagion effect is when one thing causes another, which causes another, and so on. Direct students to draw a contagion effect diagram relating low-level electromagnetic fields to breast cancer. Make sure you include all the steps mentioned in the video. Have students share their diagrams and discuss: What is the relationship between low-level electromagnetic fields and mammary carcinoma (breast cancer) in laboratory rats?

2. Group students. Have each group research the differences of opinion on the risk of low-level electromagnetic fields and whether they can be associated with some forms of cancer. What do power companies say about this? What do doctors and activist groups say? Have groups share their research. Challenge each group to pretend it is a congressional committee assigned to write a national policy for low-level electromagnetic fields. Have each draft a one page policy explaining what should be done and whether or not there is reason for concern.

LINKS:
http://eagle.patra.hol.gr/~aesclep/breasemf.htm
http://www.nytsyn.com/live/Women's_health/233_082096_184102_11964.html

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ENVIRONMENT DESK EXTRA: El Nino Wildflowers

1. What is El Nino? According to the video, what kind of effect is El Nino having on the wildflowers of Southern California? How is this in sharp contrast with the negative effects many in the same region have seen from this weather phenomenon? Discuss the possible economic and ecological benefits and downsides of El Nino throughout this region.

LINKS:
http://www.intranet.csupomona.edu/~jcclark/poppy/

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Our World

Our World

Young Drivers

1. What is the Insurance Institute for Highway Safety telling us about the rate of 16-year-old driving deaths over the past 20 years? What factors do you think are responsible for this dramatic increase?
2. According to the video, what is the best way to save young drivers' lives? Have students work in groups to find out what your state is doing towards this end and report on their findings. Does your state have a graduated system of licensure for young drivers? If so, what are the requirements at each stage? If not, do students think this is a good idea? Why/why not? Discuss.

LINKS:
http://www.hwysafety.org/facts/state.htm
http://www.starnews.com/news/metrostate/98/jan/0127SN_drive.html

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TODAY'S NEWS TERMS

tariff
melatonin
duty-free
El Nino
"fast track"
poppy
electromagnetic
probationary period

CNN NEWSROOM WORLDVIEW

Top Of The World

Indonesia Jobless

1. Describe the current state of Indonesia's economy. Why have some residents reached a point of desparation? Discuss the measures the government has taken to alleviate this crisis, as mentioned in the video (i.e., banning non-residents from holding jobs in Jakarta, pursuing an IMF rescue package.) Direct students to work in groups to gather more information on Indonesia's economy, and share their findings. Discuss other actions the government should pursue to improve economic conditions for all its people.

2. As part of the agreement with the IMF, President Suharto has agreed to implement "broad reform measures." Why do students think the IMF is making this demand in exchange for financial aid? Have students work in groups to research information about allegations of corruption in Indonesia's political system and present their findings. Do students think the IMF is being reasonable in insisting on changes within the system before it loans more money to Indonesia? Do students think that these changes will occur? Discuss.

LINKS:
http://www.boston.com/dailynews/wirehtml/019_lr/
Indonesia_rupiah_plunges_only_days_.htm
http://www.indo.co.id/
http://earthtimes.org/jan/developmentwhyinternationaljan23_98.htm

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Taking Care of Business

Baghdad Pet Market

1. Explain why Baghdad's pet market is more a place for browsers than for buyers. Why is Iraq experiencing such tough economic times? Review the reasons for economic sanctions against Iraq and the recent attempts to revisit this issue. Why is the international community imposing these economic sanctions against Iraq?

2. Which pets are in demand in the Baghdad market? For which are there almost no demand? Discuss the reasons why dogs, fish and fighting roosters are valuable commodities in the Baghdad market, while others are not in demand. Use this opportunity to introduce students to the basic elements that drive any market: Supply, demand and price. Group students. Have each come up with a product available to consumers in their community and discuss how supply, demand, and price have determined the market for that product.

LINKS:

http://www.iraqfoundation.org/economy/index_economy.html

http://www.nando.net/nando/newsroom/ntn/biz/111297/biz19_2093_noframes.html

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Inside Asia

Japan Recruits

1. Why are many young Japanese opting to start their careers with non-Japanese firms? What can "traditional" Japanese companies offer young recruits? Explain why many believe that life-time employment is no longer suitable to Japanese society.

2. For years U.S. and other western corporations have studied Japanese-style management. Now, however, Japanese workers prefer to take jobs with western companies. What can Japanese companies now learn from their western counterparts? Divide students into groups. Have each conduct research to learn more about any one western-based corporation and present a five-minute presentation on the corporation, including its mission, management style and employee compensation and benefits. Ask students: Would you consider working for this company? Why/why not? Discuss.

LINKS:
http://www.nira.go.jp/publication/review/95winter/harada.htm

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Culture Watch

Culture Watch

Reel Afterlife

1. According to the video, what happens to movies at the end of their "lives"? Describe the final process for both "culturally significant" films and for those films judged to be less important. Challenge each student to employ personification as he/she writes an essay describing a film's "thoughts" as it enters the reel "afterlife."

LINKS:
http://www.hollywoodvaults.com/

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TODAY'S NEWS TERMS

rupiah	**IMF**	**commodity**	**Baghdad**
blacksmith	**recruit**	**Hollywood Vault**	**unauthorized duplication**

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CNN NEWSROOM WORLDVIEW

Program Calendar

April 21, 1998

TITLE	PROGRAM RUNDOWN	SEGMENT	PROGRAM
	CNN NEWSROOM OPEN	1:45	1:45
Top Story	Chinese dissident Wang Dan, exiled to the U.S., wants to go back to Beijing.	3:30	5:15
Headlines	GOLDMAN ENVIRONMENTAL PRIZE WINNERS...	1:00	6:15
On the Map	Facts about Mexico City	1:05	7:20
International Desk	Mexico City's new mayor must deal with urban problems and an impatient public.	3:05	10:25
Our World	A bumper sticker may be standard safety equipment on some teenagers' cars.	2:25	12:50
	TOSS TO CNN NEWSROOM WORLDVIEW	3:00	15:50
Top of the World	The town of Faw in southern Iraq struggles to get back on its feet years after the Iran-Iraq War.	2:50	18:40
Quote	Computer technology is making it possible for some patients to step beyond the bounds of isolation.	2:45	21:25
Culture Watch	A group of New Yorkers celebrate their Ashanti heritage.	3:20	24:45
Wild Kingdom	"Snake boxing" keeps the endangered King Cobra alive in Thailand.	2:15	27:00
	CNN NEWSROOM CLOSE	1:00	28:00

Instructional Programs From: CNN TNT TCM CARTOON NETWORK

CNN NEWSROOM

Top Story

U.S./China Relations

1. Who is Wang Dan? Why is he currently in the U.S.? Why does he want to return to Beijing? Have students work in groups to learn more about Wang Dan and the pro-democracy movement in China and share findings. Discuss: Why was Wang Dan exiled? Where is he most useful to his cause, in the U.S. or in China? Why?

2. According to the video, what "tactical gesture" has been made by the Chinese to set the stage for the summit in Beijing? How do diplomatic actions such as these present a new image for China and work as public relations for the rest of the world? What does the Clinton Administration want next from China? How could the release of religious prisoners ultimately promote China's economic interests? What is the World Trade Organization? Why do you think the Chinese want very much to be a part of it?

3. China insists that how it handles dissent within its borders is its own business. Some argue that this view is consistent with the principle of sovereignty. Have students look up a definition of sovereignty and discuss that definition in a social science context. Then ask: Is China's claim to sovereignty a legitimate rationale for its treatment of dissidents? Discuss.

LINKS:
http://www.hrichina.org/wangdan.html
http://www.reebok.com/humanrights/wang.html

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International Desk

Cardenas Report Card

1. What office does Cuauhtemoc Cardenas hold? Explain some of the challenges he faces in that position by listing the problems confronting his city. What were some of the promises Mr. Cardenas made to the voters regarding these problems? According to the video, how do many rate his job performance to date? What does the opposition political party, the PRI, have to say about the job he is doing? Who does Mayor Cardenas blame for the city's ills? Why?

2. Group students. Have each conduct research to learn more about the specifics surrounding Mexico City's problems (i.e., crime, pollution, lack of basic services.) Then have each group use its information to create a "plan of action" for Mayor Cardenas. Acting as advisors to the mayor, have each group's members first prioritize the issues and

then design strategies for dealing with each. Have each group share its "plan of action" and discuss what it believes Mayor Cardenas has to do, immediately, in order to be seen as politically credible.

LINKS:
http://www.instanet.com/~vct/MXCITYCARDENAS120497.html
http://www.okstate.edu/OSU_Ag/asnr/agec/Sanders/AgPolicy/looking.htm

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Our World

Our World

1-800-TEEN DRIVER

1. Explain John Gallucci's invention. How does it promote safety among young drivers? What happens when someone calls 1-800-GOOD KID and provides either positive or negative feedback on the driver's actions? Would you consider having one of these bumper stickers on a car you were driving? Why/why not? Do you think this is a reasonable safety measure for parents to insist upon? Explain.

2. Have students research statistics on teen drivers and accidents. Discuss how teenagers compare with other driving age groups in accident percentage. Ask students to consider whether they believe widespread use of Mr. Gallucci's bumper stickers might reduce these statistics. Should this sticker or something similar to it, be required on any vehicle driven by a teenager or do students think that amounts to an unfair "singling out" of teenage drivers? Discuss.

LINKS:
http://www.hwysafety.org/drivers/drivers.htm
http://adtsea.iup.edu/adtsea/Facts.htm
http://www.nhtsa.dot.gov/people/ncsa/Young96.html

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TODAY'S NEWS TERMS

Wang Dan
exile
WTO
Madeleine Albright
Cuauhtemoc Cardenas
Mexico City
responsibility

CNN NEWSROOM WORLDVIEW

Top Of The World

Return of Faw

1. Locate Iraq and the town of Faw on a map. What happened to this town over a decade ago? According to the video, what is the significance of this town today?

2. Using the INTERNET and additional resources, have students research the background of the Iran-Iraq War, including the years it was fought, the methods of warfare used and the casualty totals for each side. Have students imagine that they were residents of Faw during this war. What are the lasting reminders of the Iran-Iraq War? Using the video, have students write a journal entry for a day in their lives in the town of Faw in 1998. Have students share their entries and ask: Would you be able to forgive your neighbor and live in peace?

3. Ask students to list all wars in which the United States has participated over the past 250 years. How many of these wars were fought on U.S. soil? How does the experience of U.S. citizens facing war in the 20th Century compare with that of the citizens of Faw?

LINKS:

http://www.netiran.com/Htdocs/Clippings/Fpolitics/930615XXFP01.html
http://calpoly.edu/~drjones/iran.html

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NEWSQUOTE: Computer Healing

1. What challenge does 15-year-old Matthew Drew face after his bone-marrow surgery? Using the video, direct students to make a list of the various things that computers enable Matthew to do. How do computers provide Matthew with contact to the outside world?

2. Have students make lists of all the ways they communicate with friends, family and the outside world on any given day (i.e., computers, phones, faxes, beepers). Direct each student to write an essay re-creating his/her day as though he/she were Matthew, confined to the plastic bubble. Have students share their essays. How could they use technology to accomplish the same activities and communicate with the same people as they do now?

3. Discuss how other people who are also physically isolated from others, like Matthew, could benefit from the connections technology provides.

LINKS:

http://www.tcm.org/resources/ed-packett/tt/epbk-tt.html

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Culture Watch

African Royalty

1. What is the New York Kings and Queens Society? Why does Adum Bawuah compare the establishment of this society with what the Irish or Puerto Rican or Polish people have done? To what is he referring?

2. How do the Ashanti define the word "culture?" How do students define this word? Generate a class discussion to solicit student definitions of "culture." Based on students' definitions, have each write a brief summary of his/her own culture and share these summaries with the class. What does the Nana King think that Americans can learn from the Ashanti culture? Do students agree or disagree? Discuss.

3. Explain to students that America was founded on the principle of "E Pluribus Unum," or "Out of Many, One." How do students interpret this phrase? Have students list various immigrant groups that have come to the U.S. over the past 250 years. Have any of these groups maintained a distinct culture or have they "blended into" their new homeland? What does it mean to "blend in?" What are the costs and benefits of maintaining your culture vs. the costs/benefits of "blending in?" Generate a class discussion focusing on Nana Adum's claim that "A group of people without a culture or tradition is like a tree without roots."

4. Is there such a thing as "American" culture? If so, how would students describe it? If students were to move to another country, what aspects of this culture would they want to retain? Which aspects would they like to leave behind?

LINKS:
http://www.uwgb.edu/~galta/a100/lectures/lecture7.htm
http://www.uiowa.edu/~africart/toc/people/ashanti.html

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Wild Kingdom

Thailand Cobras

1. What has caused the King Cobra to be placed on Thailand's list of preserved species? What is one village doing to help preserve the

cobra? What are some ways that villagers use the cobras to make money for the community? Why do students think this "sport" is so popular among the villagers?

2. Sustainable development refers to a way of living within the environment without destroying it. Is "snake boxing" a form of sustainable development? What are some other ways that villagers can make money from the snakes without killing them?
3. Have students research the behavior and habitat of the King Cobra. Then have each write a newspaper editorial on this story from his/her own perspective. Do they think "snake boxing" is a good idea? A bad idea? Next, have each write an editorial as though they are a villager living in Thailand. Does that perspective change? Why or why not?

LINKS:
http://www.nationalgeographic.com/features/97/kingcobra/index-n.html

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TODAY'S NEWS TERMS

Iran-Iraq War
Ashanti
Shatt al-Arab
Ghana
leukemia
King Cobra
bone marrow
venom

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CNN NEWSROOM WORLDVIEW

Program Calendar

April 22, 1998

TITLE	PROGRAM RUNDOWN	SEGMENT	PROGRAM
	CNN NEWSROOM OPEN	1:45	1:45
Top Story	Earth Day brings a renewed focus on the state of the planet.	2:25	4:10
Pop Quiz	What percentage of American small businesses fail?	:35	4:45
Business Desk	Small Business Development Centers provide assistance to entrepreneurs.	1:55	6:40
Earth Day	Baja ecotourism is thriving, thanks to the California Gray Whale.	4:25	11:05
	TOSS TO CNN NEWSROOM WORLDVIEW	3:25	14:30
Earth Day Special	Many consider John Muir the "Father of Environmentalism."	6:35	21:05
Did You Know?	In 1892, John Muir founded the Sierra Club.	:30	21:35
Earth Day Special	For nearly a decade, Chapman's Forest has been caught in a tug-of-war between developers and naturalists.	6:00	27:35
	CNN NEWSROOM CLOSE	:25	28:00

Instructional Programs From CNN TNT TCM CARTOON NETWORK

CNN NEWSROOM

Top Story

Earth Day

1. When was the first Earth Day observed? Who is credited with the creation of Earth Day? What is its focus? According to the video, how has its message become more "desparate" over the years? Why do some claim there's too much hype associated with Earth Day? Do you agree or disagree with them? Explain.

2. The environment has been a popular issue for many political leaders, but do you think it is still a priority for most citizens?

Lead a class brainstorming session to generate a list of local, national and international issues (including the environment) that students think are important to people in their community. List these issues on the board. Assist students in compiling a survey to be used in their community, involving at least 10 issues that students ask respondents to rank or choose the "top 3." Work with students to create an unbiased polling instrument. Determine how the survey will be taken (in person, by telephone, etc.) and what restrictions will be involved (i.e., no door-to-door polling, polling voting age adults only). Then have students work in small groups to collect and collate their data. Have each group report back to the class and share responses. Collate all data into a class profile of the community's political priorities. Is the environment still important to people in your community? If not, what is more important to local voters, and why? How might this information be useful to Earth Day organizers? Discuss.

LINKS:
http://www.cfe.cornell.edu/EarthDay/ednethome.html
http://earthday.wilderness.org/teachers/teachers.htm

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Business Desk

Small Business Help

1. Explain how the Small Business Development Center helped Nancy Slotnick implement her idea for a new business. What kinds of services do these centers provide? Why are these centers valuable resources for the small businessowner just starting out?

2. What is the SBA? Have students conduct research to learn more about this agency and discuss its duties and services. Invite a commercial banker to address the class on the topic of starting a small business. What does every new entrepreneur need to know? How can the SBA be of assistance?

LINKS:
http://www.shawnee.cc.il.us/SBDC.htm
http://www.sbaonline.sba.gov/

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Earth Day: Baja Whales

1. What is ecotourism? Explain how ecotourism is the "word for the day, everyday" in San Ignacio Lagoon. What are the Friendlies? How do they react to humans? Explain how the northeastern tip of the lagoon acts as a nursery. What possible development could threaten that delicate saline balance in the water? What is being done to determine whether this could affect the whales' mating patterns?

2. In the video we hear that local fishermen call this a balancing act, providing jobs through tourism and industry and preserving the environment. Generate a class discussion about this balancing act and how, so far, everyone seems to benefit, including the whales. Direct students to work in groups to research one other example of ecotourism anywhere in the world. Have each group use its information to create a diagram illustrating the "balancing act" between humans and environment, and share its work. Discuss the factors that could throw this "scale" out of "balance," and how each could be addressed.

LINKS:
http://www.bajalinks.com/whales.htm
http://www.seattle-pi.com/pi/getaways/070397/whal03.html

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Editor's Note **Editor's Note**

TODAY'S NEWS TERMS

Gaylord Nelson
recycle
hype
entrepreneur
SBA
Baja
calf

CNN NEWSROOM **WORLDVIEW**

John Muir

1. According to the video, were Americans always concerned about their environment? Explain how the mood was different a century ago. How did John Muir change that way of thinking for many?

2. How would you describe John Muir's feelings towards the environment? What is a naturalist? As a naturalist, what kinds of battles did John Muir fight? What was his "weapon" of choice in

this "war?"

3. In the video we hear some of John Muir's eloquence as he used words to convince others of the importance of preserving nature. Have students search the INTERNET and other resources for additional examples of Mr. Muir's writings, and read these aloud. Then, as a class, brainstorm a list of environmental concerns in your community (i.e., a threatened forest, dirty waterways). Write these on the board. Group students. Have each group choose one of these local issues, and in the manner of John Muir, use the power of words to create an essay on that issue and how it should be addressed. Have each group appoint one member to deliver its essay as a short speech by John Muir.

LINKS:
http://www.sierraclub.org/john_muir_exhibit/
http://www.sfmuseum.org/john/muir.html

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Chapman's Forest

1. Where is Chapman's Forest? What do developers have in mind for this area? According to the developers, how will their new home community be environmentally sensitive?

2. Why do some local residents believe that wildlife could not flourish if Chapman's Landing were to be constructed? Who is Jim Long? What has he learned about the waterways in Chapman's Forest? Explain why Mr. Long thinks the entire "web of life" could be affected by a residential development in this ecosystem.

3. Is your community growing? If so, ask students where and how it is expanding. Do students remember vacant land that is now covered with houses or commercial development? What are the benefits and downsides of progress? Generate a class discussion about the dilemma a community faces as it endures "growing pains." Discuss options to communities for housing, recreation, schools, commerce, etc., as the community grows. At what point do students think a line should be drawn prohibiting new development? What happens then? Compare this situation to what is happening in the video. Discuss the arguments of the developers, other residents, and environmentalists. With whom do students agree? Why?

4. Describe what Maryland's governor has done that will likely at least stall any efforts to develop Chapman's Forest. What is condemnation? Why can't a developer build on land that is condemned? Have students work in groups to conduct research to learn more about the political and legal remedies a resident can employ to address a quality of life issue that affects him/her. Share these findings in class. Ask: If a landowner wanted to build a garbage dump behind your home, and you chose to fight it, what recourse would you have? Discuss.

LINKS:
http://www.webdirectory.com/bb/messages/638.html
http://www.jhu.edu/~mcc/cr/06-00-97/v23n15.htm

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TODAY'S NEWS TERMS

John Muir	**Yosemite**	**Hetch-Hetchy Valley**	**eloquence**
suburban	**developer**	**condemnation**	**Potomac River**

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April 23, 1998

TITLE	PROGRAM RUNDOWN	SEGMENT	PROGRAM
	CNN NEWSROOM OPEN	1:45	1:45
Top Story	A U.N. report on AIDS warns of a possible epidemic in eastern Europe.	4:45	6:30
In the Headlines	PRES. CLINTON PLEDGES MONEY FOR ENVIRONMENT...	:45	7:15
Look It Up!	Definition of "microbe"	:35	7:50
Science Desk	Hungry microbes are nature's environmental cleaners.	2:00	9:50
Science Desk Extra	Scientists have new evidence about the formation of the solar system.	2:55	12:45
	TOSS TO CNN NEWSROOM WORLDVIEW	2:30	15:15
Top of the World	India's Sikhs strive to preserve tradition through a return to orthodox practices.	2:35	17:50
Inside N. America	Many U.S. suburbs are experiencing a population explosion.	3:00	20:50
Where in the World?	Ireland's Ring of Kerry offers a panoramic view of the Emerald Isle.	6:10	27:00
	CNN NEWSROOM CLOSE	1:00	28:00

Instructional Programs From: CNN TNT CARTOON NETWORK

CNN NEWSROOM

Top Story

U.N. AIDS Report

****TEACHERS: WE ADVISE YOU TO PREVIEW THIS SEGMENT FOR CONTENT****

1. How did the fall of the Berlin Wall bring about both political and

social change in eastern Europe? Why were drug use and unprotected sex relatively uncommon problems in eastern Europe before the Wall fell? How has a rise in these practices set the stage for an epidemic among the young people of eastern Europe?

2. What is HIV? How are young people in the former Soviet Union transmitting this virus? According to the video, why aren't these drug addicts afraid of catching HIV? How does this attitude compound the problems facing Russian health authorities?

3. What kinds of AIDS prevention ads are being aired in Russia? Do these current ads address the major cause of the spread of HIV there? Explain. In the video, we are told that the Russian Health Ministry needs media assistance to "break down the public inertia about the problem of HIV." What does this mean? What do you think it will take to change the public's mindset?

4. As a class, conduct research to learn more about the United Nations report on AIDS and HIV and discuss findings. Group students. Challenge each group to prepare an outline for a worldwide media blitz about HIV. What should be done to confront the issue and get the message across to billions of people? How might this be accomplished? Have each group share its ideas. Discuss which strategies students think would be most effective in promoting AIDS awareness, and why.

LINKS:
http://cnn.com/HEALTH/9804/22/un.aids/index.html
http://www.ama-assn.org/special/hiv/hivhome.htm

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Science Desk

Hungry Microbes

1. What powers the experimental three-tiered filtering machine seen in the video? Why is this kind of filtering safer and more efficient than other methods? What capability do blue-green algae microbes have that make them well-suited for this kind of work? For what other kinds of cleansing are microbes used?

2. Have students work in groups to research the discovery of cleansing microbes. Have groups also determine through their research how successful these microbes have been in cleaning up more recent, large oil spills. Discuss findings and whether there were any downsides to this process.

LINKS:

http://www.usedi.com/biorem.htm
http://www.newswise.com//articles/MICROBES.NWU.html

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SCIENCE DESK Extra: Extrasolar Planets

1. What are astronomers learning about the formation of the solar system? How have they acquired this knowledge? What are extrasolar planets? What information do scientists hope to soon learn from them?

LINKS:
http://www.astronomynews.com/af/21apr98/iskast2/

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Editor's Note

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TODAY'S NEWS TERMS

HIV
microbe
Berlin Wall
organic
epidemic
HR4796
intravenous

CNN NEWSROOM

WORLDVIEW

Top Of The World

India Sikh Marriages

1. In the past, where could Sikh weddings be held? Why has the governing body of this religion changed this arrangement? Why is there controversy surrounding the location of the wedding ceremony and the Sikh holy book? Why do the majority of Sikhs support this decision?

2. What does it mean to refer to a religious belief or practice as "orthodox?" Name some religions that contain both orthodox and progressive movements. How does modern life sometimes conflict with religious orthodoxy? Why might some Sikhs be unhappy with their leaders' decision regarding wedding ceremony locations?

3. What "holy books" are the basis for practices and rituals among the world's religions? Group students. Have each choose one world religion and conduct research to learn more about its sacred text, its history, sample writings, basic philosophy and the conditions under which it is kept or displayed. Have each group report on its findings. Discuss the historical and religious/cultural significance of

each text in world history.

LINKS:
http://www.sikhnet.com/sikhnet/register.nsf/p/HomePage?OpenDocument

http://photon.bu.edu/~rajwi/sikhism/mansukh1.html

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Inside North America

Suburban Sprawl

1. Locate Plano, Texas on a U.S. map. Of what major U.S. city is it a suburb?

2. What is meant by the term "suburbia?" Do you live in the suburbs? If so, how does your community compare to what you have seen about Plano? If not, what might attract you to live in a suburb like Plano? What aspects of life in the suburbs might you dislike?

3. According to the video, what do all major new suburban areas in the U.S. have in common? Why are people rushing to live in these areas? Explain how cities often "lose out" as the suburbs become more attractive. Discuss how a major shift in population impacts everyday life, from who gains/loses political clout to traffic patterns and locations of major attractions and facilities.

4. Divide the class in half and the halves into groups. Have each group in the first half of the class choose a major city in the U.S. Have groups in the second half each choose a corresponding suburb to one of those cities. Direct each group to research and create a "Chamber of Commerce Plan" designed to attract people to move to your area. Groups will want to concentrate on quality of life issues such as proximity to businesses/shopping, availability of jobs, good schools, cultural events, etc. Direct each group to offer a multimedia presentation, if possible, of its chosen site. After each pair of reports, ask students, "If you had a choice between these two places, where would you live, and why?" Discuss the positives and negatives associated with each choice.

LINKS:
http://www.ci.plano.tx.us/welcome.htm

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Where in the World

Ireland's Ring of Kerry

1. How would you describe the Ring of Kerry? What sights and sounds greet tourists as they travel the Ring? Why do you think the reporter calls it "one of Ireland's best ambassadors?"

2. Group students. Have each choose one of the stops along the Ring of Kerry, either from the video or through additional research (the INTERNET sites below should be of assistance.) Direct each group to write a brief report and illustrate it if possible. Then have groups combine their efforts, along with a traveler's map of the Ring, into an informative booklet on the Ring of Kerry. Present class work to the media center for use as a reference tool.

LINKS:
http://inkerry.com/left.htm
http://www.users.zetnet.co.uk/gsivills/gskerry.html

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TODAY'S NEWS TERMS

Sikh	**Guru Granth Sahib**	**sacrilege**	**demographics**
metro area	**Emerald Isle**	**warlord**	**chieftain**

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CNN NEWSROOM WORLDVIEW

Program Calendar

April 24, 1998

TITLE	PROGRAM RUNDOWN	SEGMENT	PROGRAM
	CNN NEWSROOM OPEN	**1:40**	1:40
Top Story	The death of James Earl Ray renews the debate over the killing of Martin Luther King, Jr.	**3:55**	5:35
In the Headlines	REMEMBERING THE HOLOCAUST...	**:50**	6:25
Who Said It?	A quote from Charles Eliot Norton on Greek culture	**:25**	6:50
Editor's Desk	The Elgin Marbles are the focus of a dispute between Greece and Great Britain.	**3:05**	9:55
Teacher of the Year	The National Teacher of the Year is an inspiration to his students.	**2:25**	12:20
Look Ahead	Starting May 11th: Railroad Ties	**1:30**	13:50
	TOSS TO CNN NEWSROOM WORLDVIEW	**3:00**	16:50
Top of the World	Berlin's Olympic Stadium is a reminder of the best and worst of humanity.	**2:55**	19:45
Taking Care of Business	Thailand's agribusiness is helping sustain its fragile economy.	**2:40**	22:25
Inside Africa	While Pres. Clinton urges investment in Africa, he has avoided the issue of corruption.	**2:50**	25:15
Wild Kingdom	A wildlife biologist takes on the task of protecting bear cubs from humans.	**2:20**	27:35
	CNN NEWSROOM CLOSE	**:25**	28:00

Instructional Programs From: CNN TNT TCM CARTOON NETWORK

Top Story

Death of James Earl Ray

1. What happened on April 4, 1968? Who pled guilty to the murder? What evidence did police have against him? How did James Earl Ray change his story just days after his sentencing? What does the King family believe about the assassination?

2. Who do students think is responsible for the death of Dr. Martin Luther King, Jr.? James Earl Ray never stood trial for the assassination. Had he been tried, what do students think may have been the outcome? Have students work in small groups to conduct research on the facts of this case. Direct groups to list all points for both a defense of James Earl Ray as well as for the prosecution. Have groups share their findings in class discussion. Then challenge each student to pretend that he or she is a juror in the trial of James Earl Ray. Have each write an essay explaining what he/she believes about the case, and why.

LINKS:
http://headlines.yahoo.com/granite/wlaj/feature2/19970514.html
http://ourworld.compuserve.com/homepages/MGriffith_2/mlk-1.htm

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Editor's Desk

Elgin Marbles

1. What are the Elgin Marbles? Where did they originate? Where are they currently located? Why is this location troubling for the Greeks?

2. What arguments do the British use to justify the location for the Elgin Marbles? What arguments do the Greeks use to justify why they need to be returned to Greece? Using the video and additional INTERNET resources, have students consider the merits of both sides of this argument. Where do students think these Greek treasures ought to be housed? Have students share their recommendations in letters to the British and Greek governments.

3. The video asks: "What is a museum but somebody's loot?" Do

students agree or disagree? Have students consider museums they have explored. Did they ever stop to think "Where did that art come from?" Who has the right to keep that art? Challenge groups of students to create their own museums on paper. What would they put in then and how would they accumulate their display pieces? Have students work in groups to compose a set of guidelines for addressing the issues raised in the video.

LINKS:
http://www.johnco.cc.ks.us/~jjackson/part.html
http://chide.museum.org.uk/news/nelg05.html
http://www.duth.gr/maillist-archives/thrace/t130/msg00038.html

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Teacher of the Year

1. What qualities and teaching techniques have helped Phil Bigler earn the title "National Teacher of the Year?" What are the tools of Mr. Bigler's trade? How does he inspire his students? Discuss what you learned from your most inspirational teacher.

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Editor's Note Editor's Note

TODAY'S NEWS TERMS

- **James Earl Ray**
- **Martin Luther King, Jr.**
- **"Raoul"**
- **Dexter King**
- **Pantheon**
- **Acropolis**
- **Elgin Marbles**
- **historian**

CNN NEWSROOM WORLDVIEW

Top Of The World

Berlin's Olympic Ghost

1. According to the video, how is Berlin's Olympic stadium "haunted?" What is happening to this stadium? What did the stadium originally represent? What does it represent now? Discuss the issues that are part of the controversy over repairing or replacing the stadium.

2. Challenge students to put themselves in the place of German legislators wrestling with the decision of what to do about this crumbing piece of national history. Given the history of this

stadium and the costs involved which decision would they make: Should the stadium be repaired, replaced or should Berlin do without one? Have each student explain his/her position in a brief pursuasive essay. Have each student deliver his/her essay as a speech. After all speeches have been made, conduct a vote of the "legislators" to see what they would do.

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Taking Care of Business

Thailand's Exports

1. What kinds of businesses are regaining prominence in Thailand? Who are Thailand's major customers? What specific products are Thailand's chief export earners? Were you surprised to learn that Thailand exports some of these products? Explain.

2. This year's economic crisis in Asia put the brakes on Thailand's industrial boom. What happened to automobile manufacturing in Thailand when economic times turned sour? What are many out-of-work autoworkers now doing to make ends meet? What could a prolonged economic crisis mean to them?

3. Have students work in groups to research the current Asian economic crisis. What aid packages have been offered by the international community? What specific measures have these governments taken to try to turn their economies around? Have each group use the information it has gathered to create a timeline of the Asian economic crisis, along with a brief explainer of the crisis. Have each group present its work and discuss how or whether group members believe Asia's economic woes will affect the U.S.

LINKS:
http://www.mahidol.ac.th/Thailand/economy/agricult.html
http://www.thaitrading.com/page/ttbasic/news.htm

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Inside Africa

Africa Corruption

1. What issue did President Clinton avoid while visiting Africa? Which important country did he not visit? Why?

2. What is the official U.S. policy on bribery? Does this policy present U.S. companies with a competitive advantage or

disadvantage as they do business abroad? How could a proposal by the Organization of Economic Cooperation and Development change this situation? According to Ambassador Larson, how could the proposal "level the playing field for U.S. business around the world?"

LINKS:
http://www.africanews.org/atlarge/stories/19971103_feat2.html
http://www.pathfinder.com/time/magazine/archive/1995/950227/950227.southafrica.html

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Wild Kingdom

Back to the Wild

1. Why does Daryl Ratajczak feel that "the biggest danger to these cubs is humans?" Explain how human actions put the black bear cubs in jeopardy.

2. One of the objectives of public zoos is to give the public a feeling of personal connection and respect to the animals. They often have petting zoos so that children can feed the animals and develop a feeling of personal connection as they show the animals affection. In contrast, the story points out that "a fed bear is a dead bear." How do we settle this contradiction? In small groups, have students discuss both points of view and conduct research to learn more about the rational behind both opinions. After thorough discussion and research, direct each group to write a one page report entitled "A Parent's Guide to Teaching Children How to Treat Wild Animals." The report should explain what approach the group thinks parents should take in this debate. Encourage groups to consider both the "sensitivity" and the "wild animals should remain wild" points of view. Have each group share its report and discuss how members arrived at their conclusions.

LINKS:
http://sword.lightspeed.bc.ca/warlight/FISHRSRT/appbear.html
http://advicom.net/~wildside/pettingzoo/shtml

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Editor's Note

TODAY'S NEWS TERMS

Berlin **Jesse Owens** **agribusiness** **export**
corruption **bribery** **forage** **encroachment**

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CNN NEWSROOM WORLDVIEW

Program Calendar

April 27, 1998

TITLE	PROGRAM RUNDOWN	SEGMENT	PROGRAM
	CNN NEWSROOM OPEN	1:40	1:40
Top Story	The conflict in Kosovo leaves the international community with a sense of deja vu.	3:45	5:25
Space is the Place	Shuttle astronauts repair a leaky valve and continue the mission...	:55	6:20
Environment Desk	The controversy continues over the annual seal hunt on Canada's East coast.	2:50	9:10
Our World	The Clinton Administration cites new evidence in its battle against teen smoking.	2:25	11:35
Our World	Cyber-spies won't find many secrets on the CIA's webpage for kids.	3:05	14:40
	TOSS TO CNN NEWSROOM WORLDVIEW	2:45	17:25
Top of the World	Officials in Iran have stepped up their efforts in the war on drugs.	3:25	20:50
Inside Asia	A planned industrial zone threatens the habitats of Taiwan's birds.	3:00	23:50
Taking Care of Business	An athlete's endorsement could amount to millions or become a public relations nightmare.	4:00	27:50
	CNN NEWSROOM CLOSE	:10	28:00

Instructional Programs From CNN TNT CARTOON NETWORK

CNN NEWSROOM

Top Story

Kosovo

1. Where is Kosovo? What recent incident prompted renewed ethnic violence there? Who is involved in this conflict? What is autonomy? In the video we are told that Kosovo Albanians were granted autonomy in the 1970s. What has happened since to take the power of self-determination away from them? In what other way have the Serbs imposed their will on Kosovo?

2. How are the Serbs interpreting U.S. policy in this region? What do the Serbs want the U.S. and Europe to do regarding Kosovo? How have the U.S. and Europe responded to the conflict in Kosovo so far? Have students work in groups to conduct research to learn more about Kosovo and the international response to ethnic conflict there. Have groups share their findings in class discussion. Compare what is happening in Kosovo to what happened in Bosnia. Ask students: Do you think the international community should get involved in Kosovo? Why/why not? What, if anything, has the international community learned from the Bosnia experience? Have students offer their predictions of how the Kosovo conflict will ultimately be resolved.

LINKS:
http://www.nytimes.com/library/world/kosovo-index.html
http://worldnews.miningco.com/library/weekly/aa031698.htm

http://www.pathfinder.com/time/magazine/1998/int/980330/
europe.the_past_must_not16.html

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Environment Desk

Seal Hunt

1. What is the purpose for the hunt conducted by the Canadian Sealer's Association? Do you think limiting Harp Seals is an important factor in increasing Canadian fish catches? Challenge groups of students to develop alternatives to having the hunt that offer fishermen the same amount of catches. Have groups share ideas and discuss the feasibility and practicality of each.

2. What does Tina Fagan mean when she states "you (anti-seal hunt protesters) can say almost anything you want but you never really have to prove it"? Do you think it is easier to present the case against the hunt because of public sentiment? Explain.

3. Ask students to assess for themselves the media's presentation of this issue. Discuss how any one person's reporting of this story might affect the way many feel about the issue. Ask: Would

showing a fisherman's starving children, suffering as a result of lower fish catches, be equally as moving? Why do you think this approach has not been used? Discuss.

LINKS:
http://www.twoten.press.net/stories/96/03/08/headlines/SEA_Canada_Seal_Hunt.html

http://www.ncr.dfo.ca/communic/seals/understa/under_e.htm
http://www.paws.org/activists/news/news238.htm

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Our World

Minority Teens and Smoking

1. Summarize the information given in the latest report on smoking and minority teens. How will the Clinton Administration use this information as a weapon in the war with the tobacco companies? What is the goal behind this latest White House effort? How are many Republicans responding to the President's strategy?

2. Have students work in groups to find evidence of targeted advertising to minorities, as well as the increased health risks of minority smokers and share their findings in class discussion. Ask: If you were the President, how might you use this information? If you were the tobacco companies, how might you counter it?

3. Discuss the claims made in the video that punitive action against tobacco companies could bankrupt them as well as create a black market in cigarettes. Invite a local Professor of Economics to address these possibilities with the class. Encourage students to ask questions so that they can evaluate for themselves whether these arguments have merit. Do they believe that the Clinton Administration's goal is not to put the tobacco companies out of business, but to "put them out of the business of selling tobacco to children"? Discuss student opinions.

LINKS:
http://www.americanheart.org/Heart_and_Stroke_A_Z_Guide/tobta.html

http://www.udayton.edu/~health/smoking/smoking.htm

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Our World

CIA for Kids

1. What is the CIA? Describe what viewers see when they visit the CIA's homepage for kids. What kind of information can young people get about the CIA from this site? What does it mean when it is said that the page is "sanitized?" Do you think having a homepage for kids is a good public relations tool for the CIA? Discuss.

2. Where would you go if you wanted to get information about the CIA? What kinds of information do you think you could get? What kinds might be inaccessible to you, and why? Do you think the average person should have greater access to CIA information? Why or why not?

LINKS:
http://www.odci.gov/cia/ciakids/safe.html

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Editor's Note

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TODAY'S NEWS TERMS

Contact Group
Kosovo
Pristina
Gulf of St. Lawrence
pups
bankruptcy
black market
CIA

CNN NEWSROOM

WORLDVIEW

Top Of The World

Iran's War on Drugs

1. Locate the nation of Iran on a world map. What countries are its neighbors? Explain Iran's geographic significance to drug smugglers. What is the source of these drugs? How are they transported? Describe what Iranian authorities have done to reduce drug trafficking through their country.

2. According to the video, very few nations are investing as many resources in the war on drugs as is Iran, but the Iranians could still use international help. Specifically, what do Iranian officials need in order to combat drug trafficking? Why do you think the authorities refer to this as a "humanitarian issue?"

3. Lead a class brainstorming session to generate a list of other important issues addressed by the United Nations (i.e., world hunger, conflict, the plight of poor children). List these issues on the board. Ask students to review the list and consider whether they believe the war on drugs should be one of these priorities.

Have students conduct research for additional information, then challenge each to write an essay supporting or rejecting an argument for international assistance to Iran for the war on drugs. Should the international community more actively support this issue the way it does others sponsored by the U.N., or is it Iran's responsibility? Have students share their essays and discuss points of view.

LINKS:

http://www.state.gov/www/global/narcotics_law/1997_narc_report/swasi97.html

http://www.boston.com/dailyglobe/globehtml/015_lr/Iran_seizes_drugs_in_camel_caravan.htm

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Inside Asia

Taiwan's Birds

1. What kinds of natural attractions bring tourists from all over the world to Taiwan? How might plans for development change this? Why are some political officials in favor of the project? Why do environmentalists oppose it? What other effects could the project have on the people who live in this region?

2. Have students work in groups to research more information about the birds of Taiwan, and share their findings. Have each group then determine, first, the negative effects of industrialization on the bird population, and second, how these negatives could have a ripple effect on the rest of the environment, including humans, via the food chain. Ask groups to consider what would happen in the chain if the different species of birds began to migrate elsewhere or died out because of pollution. Have each group present a report on the possible ripple effects of industrialization on the bird habitats and the rest of the food chain in this region.

3. Supporters of the industrial zone project claim it would raise the standard of living for many of the region's poor by providing much-needed job opportunities. Remind students of this argument and ask them to consider the possible benefits of the project. Ask: If a similar project were planned for this area, what might be some of the benefits and downsides? Group students, and assign each a different interest in this possible scenario: Groups should represent, for example, environmentalists, elected officials, businesspeople, the unemployed, and others (like local fishermen) who may be impacted by the decision to build or not to build the industrial zone. Have each group meet and create a 1-2 minute speech outlining the reasons for its position, and appoint one

member to deliver the speech to the class. When all speeches are complete, ask students who they think "won" the argument, and why. Discuss the conflict that often erupts between economic and ecological interests.

LINKS:
http://com5.iis.sinica.edu.tw:8000/~cwbf/bird/eindex.html
http://www.asiapacific.com/birds_e
http://peacock.tnjc.edu.tw/ADD/bird/bird.home.htm

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Taking Care of Business

Athletes and Endorsements

1. How and when did athletes begin endorsing products in the U.S.? According to the video, why do corporations often use athletes to promote their projects? Do you agree with this reason? Why/why not? What are some of the pitfalls of having famous athletes act as "pitchmen" for your products?

2. Challenge each student to find one ad, either print, television or radio, in which an athlete is promoting a specific product. Direct the students to write a brief analysis and critique of the ad. What is the implied "message" behind the ad? Do students think consumers will identify with it and buy the product? Why was this athlete chosen for this specific advertisement? Do students think he/she did a good job? Have each student share his/her evaluations. In each case, do students think that the athlete actually uses that product or service? Who else might advertising executives considered when creating this ad concept? Who might they have wanted to avoid, and why? How does this explain how athlete endorsements constitute somewhat of a "gamble," as mentioned in the video?

LINKS:
http://www.adage.com/news_and_features/ad_review/archives/ar19970421.html
http://www3.usnews.com/usnews/issue/12olym.htm

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Editor's Note

TODAY'S NEWS TERMS

Iran
Taiwan
Taliban
refinery
caravan
endorsement
trafficking
Madison Avenue

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CNN NEWSROOM WORLDVIEW

Program Calendar

April 28, 1998

TITLE	PROGRAM RUNDOWN	SEGMENT	PROGRAM
	CNN NEWSROOM OPEN	**1:40**	1:40
Top Story	The U.N. Security Council meets to debate continued sanctions against Iraq.	**3:35**	5:15
International Desk	For Germany's runaway teenagers, Berlin has become a kind of "urban magnet."	**3:45**	9:05
Look Ahead	May 8th: The journeys of Dan Eldon	**:50**	9:55
Our World	Some experts say the best way to avoid tragedy is to listen to the children.	**2:40**	12:35
	TOSS TO CNN NEWSROOM WORLDVIEW	**3:05**	15:40
Top of the World	Child labor has helped one city in Pakistan to become the "soccer ball capital of the world."	**3:00**	18:40
Inside Russia	Privatization threatens the livelihood of many Russian workers.	**4:15**	22:55
Wild Kingdom	Africa's wild dogs are on the verge of extinction.	**4:20**	27:15
	CNN NEWSROOM CLOSE	**:45**	28:00

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Instructional Programs From CNN TNT CARTOON NETWORK

CNN NEWSROOM

Top Story

U.N. Debates Iraq Sanctions

1. What are sanctions? As a class, review the events that have led to economic sanctions against Iraq. Why do some nations want the sanctions against Iraq lifted? What evidence was presented today that

seems to point against the lifting of sanctions? Who is Richard Butler? What did his report say about the ongoing nuclear weapons inspections against Iraq? How do Iraqi officials react to this claim?

2. In the video we learn that Britain's Ambassador feels that maintaining the embargo against Iraq is a matter of protecting the world from disaster. Discuss why he and his American allies believe this to be true. We also hear that the ambassadors for China, Russia and France want the sanctions against Iraq to be lifted as soon as possible. What evidence might support their views? Discuss both sides of this issue, then direct groups of students to conduct research to learn more about the reasons for the sanctions against Iraq and events that have occurred since the sanctions were imposed. Have each group represent one of the members of the Security Council and use its information to compose a brief speech outlining its position. Have each "member country" appoint one person to deliver that speech. When all speakers have finished, generate a class discussion about the opposing international viewpoints and have students predict how long the U.S. and Britain can continue to maintain their hard line against Iraq.

LINKS:
http://www.austin360.com/news/11nov/23/iraq23.htm

http://www.washingtonpost.com/wp-srv/WPlate/1998-01/19/1121-011998-idx.html

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International Desk

Berlin's Homeless

1. Why did some of the German teenagers interviewed in this story run away? Why do you think they chose to go to Berlin? What kinds of problems do they encounter as they live "on the streets?" What is happening to those organizations that try to help the runaways? According to the video, how is the average Berliner paying the price of this crisis?

2. Generate a class discussion about the kinds of problems that often confront young people and different ways of dealing with those problems. Besides running away, what other alternatives could the teenagers in the video have considered? Discuss ways that young people can get help as they try to confront serious issues head-on, instead of choosing to escape.

LINKS:

http://www.iglou.com/safeplace/running.html

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Our World

Listen to Our Kids

1. What lesson did many adults learn from the tragedy that occurred in Jonesboro, Arkansas? According to the video, why is there virtually no violence at the Berkeley School? Do you think having adults around who listen to people your age would prevent most of these tragic circumstances? Why or why not?

2. What is the "generation gap?" What does it mean in the video when we hear that "for many, the generation gap becomes a communications chasm?" How "wide" is the gap between you and older family members or adults that you know? Do you think they try to listen to what you have to say? Do you think you honestly try to understand their points of view? Explain.

3. How would you go about bridging the communications gap? What do you think that adults need to know about teenagers, and vice versa? Give students a few minutes to think of responses to these questions. Then challenge each to write two journal entries. The first entry should be a letter to his/her parents or guardians explaining those things that are important to the student and how the parents/guardians can help that student through young adulthood. The second entry should be dated 30 years from now and be in the form of a letter from the student to his/her son or daughter, relaying the current student's experiences as a teenager years ago, and what he/she hopes for that child. When all entries are complete, ask the students whether anything they wrote opened their minds to a different point of view. Encourage students to show these writings to their parents/guardians if they are comfortable doing so.

LINKS:
http://www.montana.edu/wwwpb/home/gap.html
http://lifematters.com/bridge.html

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Editor's Note

TODAY'S NEWS TERMS

Bill Richardson
Berlin
sanctions
Hepatitis C
Security Council
generation gap
compliance
overprotective

CNN NEWSROOM WORLDVIEW

Of The World

Pakistan's Soccer Ball Production

1. Which city in Pakistan is known as "the soccer ball capital of the world?" What age group constitutes a large part of the ball-producing workforce there? How much do these workers earn? What important future event is prompting an increase in their workload?
2. Why has the soccer ball industry agreed to eliminate child labor? How long will this process take? What are large corporate buyers doing to help? What are the advantages and disadvantages of the plan? What alternative do some believe is a better solution?
3. Group students. Have each investigate the use of child labor in the U.S., from the beginnings of the Industrial Age to the present. How did the U.S. resolve the child labor issue? Have groups share findings and discuss what, if anything, Pakistani authorities can learn from child labor practices in the U.S.

LINKS:

http://www.house.gov/josephkennedy/soccer.htm

http://earthtimes.org/oct/childrentacklingabuseoct5_97.htm

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Inside Russia

Russia's Economic Doldrums

1. What is Igorevsky's sole industry? Describe what happened when Russian authorities privatized it. What could happen to Russia's attempt at a free market economy if this situation and others like it result in lower living standards for those who used to work in the factories? Could deteriorating economic conditions in Russia have an effect on the U.S.? Explain.
2. Assist groups of students in conducting research comparing life in the former Soviet Union and post-communist Russia. What has happened to the "safety net" that was in place under communism? How has

everyday life changed, both positively and negatively, for the average Russian? Have groups present their findings and compare the Soviet Union and Russia in terms of government, economic system and society. Discuss why economic tough times could translate into political disaster in Russia, and how certain political interests are capitalizing on widespread discontent.

EXTENSION: After all information has been presented and discussion is complete, challenge each student to pretend he/she is a Russian factory worker and write a letter to a pen pal in the U.S., explaining the benefits and downsides of life in an emerging free market economy.

LINKS:
http://www.spub.ksu.edu/ISSUES/v100/SP/n123/cam-Arbatov-roesler.html
http://www.usis.fi/whatshap/summit35.htm

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Wild Kingdom

Wild Dogs of Africa

1. Why are African wild dogs nearly extinct? About how many are left? What is the cause of the animosity farmers have towards them? What disease is reponsible for killing a large number of these dogs? How are the captive wild dogs taken care of? What is the source of funding for their care?

2. What kind of relationship do these dogs have with their young? How do most people react to the dogs' appearance? Do you think their appearance affects the way people feel about them? How are other animals considered to have equally undesirable appearances thought about? Treated? In a larger sense, what makes one animal more important than another or more worth saving?

LINKS:
http://www.amnh.org/Exhibition/Expedition/Endangered/dog/dog.html
http://www.wolfe.net/~scat/

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Editor's Note

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TODAY'S NEWS TERMS

child labor
capitalism
Pakistan
extinct
privatization
Rabies
communism
predator

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CNN NEWSROOM WORLDVIEW

April 29, 1998

TITLE	PROGRAM RUNDOWN	SEGMENT	PROGRAM
	CNN NEWSROOM OPEN	**1:45**	1:45
Top Story	Pres. Clinton says that Social Security and Medicare are better off than they were one year ago.	**3:30**	5:15
In the Headlines	DANISH LABOR STRIKE... ISRAEL INDEPENDENCE DAY... RATS DYING ABOARD SHUTTLE...	**1:15**	6:30
Business Desk	Consumers can now purchase a car without ever leaving the keyboard.	**2:55**	9:25
Business Desk Extra	Interested in investing? More young people than ever are learning about the market.	**2:35**	12:00
	TOSS TO CNN NEWSROOM WORLDVIEW	**3:15**	15:15
Top of the World	Chinese officials do not appear to be tolerant of the free press in Hong Kong.	**2:40**	17:55
Culture Watch	New laws in Germany have placed severe limits on religious freedom.	**2:50**	20:45
Did You Know?	The traditions of China's oldest culture have become a casualty of modern times.	**2:55**	23:40
Where in the World?	England's Teletubbies make their U.S. debut.	**3:00**	27:40
	CNN NEWSROOM CLOSE	**:20**	28:00

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Instructional Programs From CNN NEWSROOM

CNN TNT TCM CARTOON NETWORK

Top Story

A Reprieve for Social Security and Medicare

1. Explain what Social Security and Medicare are, and the objective of each program. Why are both programs in danger of going broke? According to trustees for each, when could this happen? How could the collapse of these programs ultimately affect you?

2. Why, according to President Clinton, are Social Security and Medicare in better financial shape than they were a year ago? What is a budget surplus? What do families and individuals usually do when they have a surplus of funds? What does the President want to happen to any federal budget surplus? In your opinion, are there other priorities worth considering or do you agree with the President? State your rationale.

3. As a class, review the options for Social Security reform, including: Increasing the retirement age, reducing annual cost-of-living adjustments, increasing social security payroll taxes or privatizing some aspects of the program. Divide the class into four groups. Assign each group one of these options and have group members research how it could be implemented along with its positive and negative repercussions. Have each group present its findings. After all presentations are finished, ask: If you were a candidate for political office, which option would you advocate and why? Solicit student opinions. In students' views, is the most politically-correct option also the most effective? Discuss.

LINKS:
http://www.ssa.gov/
http://www.socialsecurity.org/
http://www.panix.com/~stern/ss/kerry.html

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Business Desk

INTERNET Auto Dealers

1. Describe how a consumer can do his/her auto buying on the 'NET. What role does the conventional auto dealer have in this transaction? What advantages does this arrangement offer to both consumer and dealer? Do you think some consumers might be hesitant about using this kind of service? Why/why not? How

might dealers help consumers overcome any anxiety about carbuying on-line?

2. The INTERNET is rapidly changing the way humans engage in commerce. Challenge groups of students to find other examples of commerce on the 'NET. Direct each group to choose one commerce-based site and learn more about its business, how it works and the advantages/disadvantages it offers the buying public. Have groups present their sites and findings. In each case, discuss any downsides to dealing with this specific kind of business on the 'NET and offer suggestions to address with any negatives.

LINKS:
http://www.autobytel.com/

http://www.theautochannel.com/news/press/date/19970929/press006600.html

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Business Desk

Kids Investing

1. Describe some efforts aimed at teaching young people about the stock market. According to the Federal Reserve, how are these efforts having an effect on adults as well?

2. Group students. Direct each to brainstorm a list of at least ten terms they commonly hear associated with stocks and investing. Combine group lists, eliminate any duplication and, as a class, add other terms students want to consider. Divide terms on the new list among the groups as equally as possible. Direct each group to research a definition for that term, then use human resources, such as stock brokers, financial planners, bankers, etc., to help them reword the definitions into laymen's terms. Reconvene the class and have groups combine and edit their efforts into a resource entitled "Terms Every Young Investor Needs to Know." Present the resource to your school's media center.

3. Use the stock market to teach students the practical applications of basic math, focusing on the basic operation of addition, subtraction, multiplication and division as well as fractions, percentage and ratios. At the beginning of a week, "give" each student one hundred shares of a particular stock. Have the student record the initial price per share of that stock and calculate his/her holdings in dollars. Each day, give students

time at the beginning of class to calculate the new total value of the investment based on the change in its price per share, and record that number. Have students continue in this pattern for a week, and determine at the end of the week, how much money was gained/lost over that time. For more advanced students, incorporate operations for stock splits or multiple stock holdings.

LINKS:
http://www.wallstreetcity.com/
http://tqd.advanced.org/3096/

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Editor's Note Editor's Note

TODAY'S NEWS TERMS

- Social Security
- stock market
- Medicare
- "The Fed"
- Baby Boomers
- diversify
- competitive analysis
- invest

CNN NEWSROOM WORLDVIEW

Top Of The World

Hong Kong Media Outrage

1. Who is Zhu Rongji? How did he react when he was showered with leaflets by pro-democracy demonstrators in Paris? Why do you think he chose to play down this incident? How did other Chinese officials react to the incident? What does their reaction illustrate about tolerance for a free press in Hong Kong?
2. As a class, review Hong Kong's current political status and its relationship to China. Have students research and compare China's system of government to what the residents of Hong Kong are used to. How and when did Hong Kong's status change? Why does Hong Kong enjoy a kind of temporary autonomy? Have students share their findings and discuss whether they believe two systems can peacefully coexist in one country, China.
3. Ask students: In your opinion, should China allow Hong Kong to maintain its freedom of the press? In class discussion, have students consider the negatives and positives of such a decision from the Chinese perspective. Generate a class discussion focusing on the belief that a free press acts as a "safety valve," letting off the steam of criticism and discontent. Then focus on the possible negative political repercussions for the Chinese

authorities if a free press is allowed in Hong Kong: How will authorities be able to counter reports of human rights violations and the oppression of those who disagree with the government's communist policies? After discussion, have each student write an analysis of the issue of a free press in Hong Kong and its short and long-term implications for the people of China.

LINKS:
http://www.freedomforum.org/Freedomforum/hongkong/handover/countdown.html

http://www.pathfinder.com/time/hongkong/special/handover6.html

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Culture Watch

Religious Freedom in Germany

1. What is a "sect?" Why have German officials conducted a legislative crackdown against sects? How is this crackdown evident in the treatment of members of some religions designated as "cults," such as the Scientologists?

2. Article 4 of the Basic Law of the Federal Republic guarantees basic religious freedom in Germany, including "freedom of faith, of conscience, and of creed and the undisturbed practice of religion." Yet members of some smaller religious groups do not enjoy these freedoms. Generate a class discussion about the limits of religious freedoms in the countries of Europe and in the U.S. Beginning with Germany, the subject of this story, have groups research the limits of freedom of religion and share their findings. Then have each group choose another nation in Europe and conduct similar research. Have groups each compare their subject nations to Germany's religious freedom limitations. Are there similar practices to limit "undesirable" religious activity? Conclude with a discussion of the limits of freedom in the U.S.: Is any activity, conducted under the banner of religious, allowed? In students' opinion, should the U.S. State Department or the government of any Eurpoean nation be involved in a dispute over freedom of religion in Germany? Why/why not? Discuss.

LINKS:
http://www.religiousfreedom.com/wrpt/Eurorpt.htm
http://www.xenu.org/factnet/GEN/FILES/MEDIA01/10-14-94.TXT
http://www.thur.de/religio/engstart.html

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Did You Know?

China's Dying Culture

1. According to the video, how has modern life had an impact on China's oldest culture? Explain how the elderly who hold onto these traditions are now trying to preserve them. Have students research other aspects of ancient Chinese culture and discuss what they have to offer contemporary Chinese. Ask: Should these cultures be preserved? If so, how would you propose this be done?

LINKS:
http://acc6.its.brooklyn.cuny.edu/~phalsall/texts.html
http://www.chinatoday.com/culture/a.htm

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Where in the World

The Teletubbies

1. What are the Teletubbies? Why are they "catching static" from the critics? How do the parents interviewed in the video feel about these newest stars of the stroller-set? Why do you think the Teletubbies appeal to young children?

2. Direct each student to write a critical analysis of one television/book/cartoon character that appeals to young children. In each analysis, have the student identify the subject and describe it, as well as discuss the appeal to the target audience/market, merchandising and information about the program or series. What does this character "teach" children, and how does the character accomplish this goal? How do parents feel about the character? Have students share their analytical reports. Discuss underlying themes in contemporary children's programming and literature. What makes for a successful character among young children? Do students think the Teletubbies will be successful in the U.S.? Why/why not?

LINKS:
http://www.pathfinder.com/time/magazine/1997/int/971006/atele.gaga_in_wonde.html

http://members.net-tech.com.au/osullivan/josh.htm

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TODAY'S NEWS TERMS

Zhu Rongji
RTHK
cult
Scientology
hieroglyphics
Mandarin
Teletubbies
toddler

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CNN NEWSROOM WORLDVIEW

April 30, 1998

TITLE	PROGRAM RUNDOWN	SEGMENT	PROGRAM
	CNN NEWSROOM OPEN	**1:40**	1:40
Top Story	Israelis observe the 50th anniversary of the birth of their nation.	**3:55**	5:35
In the Headlines	NEW SANCTIONS AGAINST YUGOSLAVIA...	**:50**	6:25
Science Desk	Immunization may offer hope against skin cancer.	**2:25**	8:50
Science Desk Extra	CNN's John Holliman updates us on the science taking place in space.	**3:30**	12:20
	TOSS TO CNN NEWSROOM WORLDVIEW	**3:00**	15:20
Top of the World	Cuba's sugar harvest may be its worst in three decades.	**2:55**	18:15
Political Front	India's finance minister offers a new economic course for the nation.	**3:00**	21:15
Inside North America	Pollution threatens an increasing number of North America's rivers.	**2:25**	23:40
Culture Watch	Japanese folk music offers a blend of rock and jazz rhythms.	**2:45**	26:25
	CNN NEWSROOM CLOSE	**1:35**	28:00

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Instructional Programs From CNN NEWSROOM

Top Story

Israel at 50

1. What events brought about the creation of the nation of Israel fifty years ago? How has the Mideast region been marked by conflict ever

since? How are Israelis observing their nation's 50th birthday? How do most Palestinians feel about this event? Why?

2. Divide the class into five groups. Direct each group to choose one decade, beginning with the 1950s through the 1990s. Have each group research significant events in Israel/ the Middle East in its specific decade. Provide banner paper for each group, and have students use the paper to record a timeline of the important events. Assemble all five banners into a large timeline of the history of Israel. Post the timeline around the classroom and refer to it as students follow this story.

3. Ask students: How would you describe the current status of the Arab-Israeli peace process? What has Palestinian President Arafat indicated about a possible revival of this process? What is the rationale for his position? Why do you think Israeli Prime Minister Netanyahu continues to talk tough in the face of this offer? Direct students to research the obstacles to peace, focusing on specific events that have stalled the Mideast peace process, since the Camp David Accords were signed. Discuss how these events have fostered an atmosphere of mistrust between Israel and its Arab neighbors. **EXTENSION:**Have students write essays offering their predictions for Israel, 50 years from now, on the occasion of its 100th birthday. Do students think that Palestinians and Israelis will reach a point of peaceful coexistence in the future?

LINKS:
http://www.israel-mfa.gov.il/mfa/israel50/index.html
http://www.cnn.com/SPECIALS/1998/israel/

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Science Desk

Melanoma Vaccine

1. Have students look up the definition of the word immunotherapy and share their findings. Currently, immunotherapy's most common use is allergy shots. What advantages does immunotherapy offer cancer patients over surgery, radiation and chemotherapy?

2. Group students. Have each choose a disease for which there is currently a vaccine, such as polio, diptheria, tetanus, measles. Using their texts and other resources, including the INTERNET, have each group trace the steps taken in developing the vaccine for this disease. Have each group create a diagram of these steps in ascending order, with the highest step being widescale use of the vaccine. Have each group present and explain its diagram. How long did the process of vaccine development take in each case? What risks were involved?

What was initial public reaction to this vaccine? Was it immediately successful? After all presentations are complete, generate a class discussion about possible differences between these experiences and the development of a vaccine for a specific kind of cancer.

LINKS:
http://www.mesothel.com/pages/primer/htm
http://www.sciam.com/0996issue/0996old.html

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Science Desk

Science Desk Extra: View from Space

1. What is the Cassini spacecraft? How did scientists add 16,300 miles per hour to its speed? Where is Cassini headed? When will it get there?

2. What are rats aboard the space shuttle COLUMBIA teaching us about life in space? According to this experiment, how do scientists think human newborns might fare in microgravity? Why do you think this information is of value to scientists?

3. Now that students have learned some of the objectives of the shuttle crew's experiments, have them devise shuttle experiments of their own. Working in small groups and employing the initial steps of the scientific method, have students devise the framework for an experiment to be conducted aboard the shuttle that would give us insight into life in space. Groups may include any plants or animals, or even humans as the subjects of their inquiries. Have each group define the problem, formulate its hypothesis, and explain how it would go about testing that hypothesis. Have groups make formal presentations to the class. If each group was able to carry out its experiment, what might be the significance of its findings?

LINKS:
http://cnn.com/TECH/space/9804/29/holliman/

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Editor's Note

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TODAY'S NEWS TERMS

Palestine	**Camp David Accords**	**Yasser Arafat**	**Benjamin Netanyahu**
melanoma	**vaccine**	**Apollo spacecraft**	**Cassini**

CNN NEWSROOM WORLDVIEW

Top Of the World

Cuba's Sugar Harvest

1. What is the forecast for this year's sugar harvest in Cuba? List the factors that are to blame for this situation. How did the government attempt to improve the sugar harvest over the long-term? What is the government's goal for sugar production over the next five years?

2. In class discussion, ask students to describe Cuba's economic and political systems. Why is Cuba's sugar industry a state-run enterprise? How does this arrangement compare to private enterprise as practiced in free market economies? Have students work in groups to learn more about Cuba's political and economic brand of communism and its state-owned industries. What is the philosophical reasoning behind state-ownership of the means of production? What are the economic downsides of this arrangement? Are there any positives? Have groups share their findings and discuss the answers to these questions. In the video we are told that "Cuba's communist economic planners insist that a state-run sugar industry can be as efficient and productive as a privately-run one." What do students think the government would have to do in order for this claim to become a reality? Discuss.

LINKS:

http://www.lanic.utexas.edu/la/cb/cuba/asce/cuba1/rivalo.html

http://www.yahoo.com/text/headlines/971009/international/stories/cuba_1.html

http://www.nationalgeographic.com/resources/ngo/maps/atlas/namerica/cuba.html

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Political Front

India's New Finance Minister

1. The motto of India's coalition government is "Swadeshi," or economic nationalism. Paraphrase this idea as defined in the video. Why is it important for governments to balance national interests with those of the larger world economy? List ways the Indian government is trying

to accomplish this goal.

2. How have India's political and social problems affected the economy? What solutions are proposed by the new finance minister? What difficulties might be encountered? Define "coalition." Discuss possible advantages and disadvantages to this form of government.

3. Invite students to consider how India might attract international investment. Have students visit the websites below for information about India's economy. Divide the class into three groups. The first should act as India's finance ministry and generate a list of at least 10 "priorities," including necessary regulations, types of goods needed and ways to stimulate spending and growth. The group should present this list to the class. Based on this presentation, ask the second group to design an advertising campaign to attract multinational companies to India. The group may produce a print brochure, website, or a video "infomercial" to appeal to the target audience. The third group of students should act as corporate officers. Have them evaluate the ad campaign and make decisions about whether to do business in India. Convene the class to discuss inter-relationships between India's government, its consumers and its investors.

LINKS:
http://www.m-web.com/es_index.html
http://www.economictimes.com/today/pagehome.htm

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Inside North America

Endangered Rivers

1. According to the video, what are two major causes of river pollution in North America? Why is the problem increasing? What other detrimental effects might the pollution have on local ecosystems? List alternative methods of waste management.

2. How do dams "threaten" rivers? For what reasons are dams usually built? Weigh the possible benefits against the problems presented by the environmental group in the video. Why has the government effort to truck young fish around the dams failed thus far? Suggest ways to improve this process.

3. Challenge students to design a waste management plant to serve a large-scale factory farm. Have them research the newest technologies in solid waste management (the first website below may help you.) Introduce the premise that runoff from the farm is contaminating a nearby river and seeping into the groundwater. Ask students to devise methods to minimize waste seepage while conserving energy and keeping costs low. They should produce diagrams of their systems,

along with written descriptions of functions and benefits. Allow the class to compare and contrast the designs.

LINKS:
http://www.solidwaste.com
http://www.amrivers.org/20b-press.html
http://www.nhq.nrcs.usda.gov/land/env/wq1.html

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Culture Watch

Culture Watch

Japan Folk Music

1. In what ways does the music of the shamisen reflect Japanese culture? How does it differ from other forms of Japanese music? Why do you think the shamisen is growing in popularity? Define the term "folk music." Why is it important to preserve musical traditions for future generations? How might shamisen enthusiasts generate interest among potential students?

2. In the video, one teenage student compares the music of the shamisen to rock and jazz. Do you agree with this assessment? Why or why not? Consider the roots of "modern" music. What folk influences are present in the songs you hear on the radio? Project the "future" of Japanese music based on the sounds of the shamisen. How might this instrument be incorporated into the music of popular culture?

3. Encourage students to identify the folk music and instruments associated with various cultures or ethnic groups. Allow groups of students to select an instrument or musical tradition and examine its history. Ask them to design an exhibit to trace the histories of their chosen traditions. If you wish, develop a long-range project in which groups collect samples of the music, instruments and dances they researched. Sponsor a folk music festival to give your class the opportunity to share the results of their research with others.

4. The video makes the point that it is important for younger generations to learn about the music of a bygone era. Ask students to consider ways to develop appreciation of shamisen music among Japanese teens. Have them promote a "mock" shamisen concert to be held in Tokyo. They should produce posters and thirty-second radio spots to encourage young people to buy tickets. What elements of the music should be emphasized to increase its appeal? Students should present their promotional "packages" to the class. Which are the most effective? Why?

LINKS:
http://www.cc.colorado.edu/Dept/MU/Courses/MT227BenAmots/Folk.html
http://www.webcouver.com/culture/japan/shamisen.html
http://www.ceismc.gatech.edu/irasshai/culwww/fmu2.htm

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Editor's Note

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TODAY'S NEWS TERMS

communist
coalition
inefficient
bacteria
economic nationalism
improvisation
BJP
craftsmanship

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